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ABSTRACT

Contained in the curriculum planning guide developed by the Chapel Hill Gifted-Handicapped Project are a model, a training sequence, and 17 instructional units for use with preschool gifted children. The model is explained to be based on the hierarchy of cognitive tasks developed by B. Bloom. A worksheet for teachers suggests activities to help teachers understand and apply the model. Instructional units contain suggested activities at each of Bloom's six levels: knowledge, comprehension, application, analysis, synthesis, and evaluation. Teaching suggestions are given for the following interest units: hobbies, medicine, diet, community, pets, clothing, birds, circus, transportation, international, music, plants, farm, insects, sports, zoo, and holidays. An annotated bibliography provides 41 suggested curriculum resources. An evaluation form for the curriculum guide is appended. (DB)

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A PLANNING GUIDE FOR GIFTED PRESCHOOLERS

by

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Funded by a grant from
The Bureau of Education for the Handicapped

to the

Chapel Hill Training-Outreach Project

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Judith Leonard
Justine Malley-Crist
Mary Scott Hoyt

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A CURRICULUM FABLE

One time the animals had a school. The curriculum consisted of running, climbing, diving, flying, and swimming--and all of the animals took all of the subjects.

The Duck was good in swimming--better, in fact, than his instructor--and he made passing grades in flying, but he was practically hopeless in running. Because he was low in this subject, he was made to stay in after school and drop his swimming class to practice running. He kept this up until he was only average in swimming--but average was acceptable; so nobody worried about that except the Duck.

The Eagle was considered a problem pupil and was disciplined severely. He beat all of the others to the top of the tree in the climbing class, but he had used his own way of getting there.

The Rabbit started at the top of the class in running, but he had a nervous breakdown and had to drop out of school on account of so much make-up work in swimming.

The Squirrel led the climbing class, but his flying teacher made him start his flying lessons from the ground instead of the top of the tree down, and he developed a charley horse from over exertion at the take off and began getting C's in climbing and B;s in running.

The Practical Prarie Dogs apprenticed their offspring to a Badger when the school authorities refused to add digging to the curriculum.

At the end of the year an abnormal Eel that could swim well, run, climb, and fly a little was made valedictorian.

INTRODUCTION AND MODEL

The major thrust of the recent expansion of available preschool education services has been the delivery of an appropriate and individualized education for all children. Much has been accomplished in curriculum development and program design for young children with handicaps. Approaches have been developed for teaching those with learning problems and disabilities. The young child with special gifts and unusual abilities, however, has been ignored. Educators and parents have not, in many cases, even begun looking for talent, leadership skills, or special abilities in children until they reach the latter primary or middle grades. In the case of the child with a handicap, special gifts or talents, may be ignored forever, while the education focuses only on the area of disability. It has become evident that for successful development of potential, a child needs to receive instruction and have the opportunity to participate in activities at his or her own level of development. Just as a retarded child may benefit little from experiences and activities which are years advanced to his own level, a gifted child can become bored, frustrated, uninterested in learning if he is not offered challenging and stimulating instruction in his areas of interest and at his level of development.

As stated in a recent article on fostering creativity, "The implication that seems clear from efforts to foster creativity in the classroom is that the teacher's approach must be more than a bag of tricks brought out at infrequent intervals for a change of instructional pace. There is some evidence that the specific intellectual skills of productive thinking can be taught if the teacher has a model of these processes at hand and plans activities accordingly." (Passow, 1977).

Existing alternatives to programming for the gifted include several possibilities. Among these are the acceleration model (early admission to public shcool) enrichment activities to supplement existing programs, open classrooms to encourage self-directed investigations, and the provision of differentiated educational experiences through modification of curriculum content and teaching process.

The model chosen by the Chapel Hill Gifted-Handicapped Project is that of curriculum modification. Curriculum units have been developed with objectives based on a hierarchy of cognitive task levels (Bloom, 1956), and one with the traditional unit-topic approach. The advantages of such a system are seen as follows:

1. The use of traditional early childhood units as a framework facilitates use in a variety of settings.

2. The hierarchy or sequence of activities requiring divergent and convergent thinking, problem-solving, and creativity will enable teachers to provide activities in each unit as the child demonstrates ability at preceeding basic levels, without requiring identification or labeling a

"gifted." This will allow children with special interest or skill in specific areas to pursue this interest whether or not they are the intellectually gifted child traditionally included in gifted programs.

3. The hierarchy of activities from knowledge through evaluation provides the teacher with a continuum of tasks, ranging from structured teacher-directed tasks to independent investigation. Especially for a child with scattered abilities, this enables the selection of activities at the child's own level.

4. It is most suited to the mainstreaming model.

5. It can be used in conjunction with developmental-prescriptive approach to assessment and teaching.

In accord with the philosophy that parents are a child's first, longest, and most motivated teacher, the Gifted-Handicapped Project advocates a team approach between home and school in order to develop a child's potential to the fullest. Home activities are included within each unit so that a parent may take advantage of the many natural teaching opportunities that occur in daily life. The activities at the end of each unit are written as examples of those that can be suggested to parents to be done outside of school - while driving in the car, at dinner or during informal play between parent and child. The goal of such activities is not to train parents as teachers nor as experts in the taxonomy, but to provide some concrete suggestions on how they, too, can enhance their child's imagination, creativity, and problem-solving skills in day to day experiences.

It is not necessary for teachers to become experts in cognition or use of the cognitive heirarchy, either. After some experience with the activities in this guide, teachers should become more aware of whether they are planning activities to encourage the development of thinking and reasoning skills, creativity, and specific talents or whether the activities are all geared towards learning facts, memorization, and recall. The booklists included in each unit are only suggested materials. Books that are marked by an asterisk (*) are available on talking books from the Library of Congress Division for the Blind and Physically Handicapped. Information on the nearest source for loan of these materials can be obtained at a local library or by writing to the Library of Congress, Division for the Blind and Visually Handicapped, 1291 Taylor Street NW, Washington, D. C. 20542. The blank pages at the end of each unit are for all of the innovative activities that the reader will think of and want to record.

This guidebook is written as a supplement to the already existing Planning Guide: A Preschool Curriculum published by the Chapel Hill Training-Outreach Project. The Planning Guide is already used extensively in many settings with young children. It is hoped that these more creative and higher level cognitive activities will add another component to the previously developed units. Some of the topics relate directly to the existing units and some are new additions.

Basic Outline of Levels and Appropriate Activities

Description of Level	Major Task	Specific Activities by Child	Specific Activities by Teacher
The knowledge level includes activities or behaviors that emphasize facts, either by recognition or recall, of ideas, material or phenomena. Some minor alterations of the material learned originally may be expected, (e.g., labeling of a picture as a dog even though he has never seen that exact picture before) but tasks at this level are mainly remembering information.	The student reproduces with little or no change, what was presented to him. Common objectives in this category are: a. stating definitions verbatim b. stating specific facts c. stating rules	Attend, look, listen, read, remember, recites, recognize, touch	Direct, give information (lecture), show information (demonstrate or show)
The comprehension level includes objectives, behaviors, and responses which represent or are indicative of understanding of a communication.	The student must not only repeat, but must "understand" what he has learned at least well enough to paraphrase it or state it in another form.	Discriminate, simple demonstration, explain information	Demonstrate, listen, ask questions
Skills at the application level are demonstrated by use or application of information, rules, or abstractions when given a new problem in which no mode of solution is suggested.	The student is required to use a method, rule or principle to solve a problem. The problem must be new.	Solve novel problem by use of abstraction in particular and concrete situation, construct project	Observe, criticize, organize field trips and contests, facilitate what student is doing, help design student projects, present problem situations
The analysis level emphasizes the breakdown of the material into its constituent parts and detection of the relationships of the way they are organized.	The student is required to identify the component parts of a structure of a whole.	Figure-ground tasks, find similarities and differences, uncover interrelationships	Probe, guide, act as resource

Description of Level	Major Task	Specific Activities by Child	Specific Activities by Teacher
Synthesis is the putting together of elements and parts so as to form a whole. This is a process of working with elements, parts, etc. and combining them in such a way as to constitute a pattern or structure not clearly there before. Adds the dimensions of uniqueness and originality to previous skills of putting together elements demonstrated in comprehension, application and analysis.	The student must combine elements to make a unique product.	Form hypotheses, make discoveries and generalizations, propose new ways of doing things, produce new way of doing things	Analyze students work, bring in consultants, individualize study
Evaluation is defined as the making of judgements about the value, for some purpose, of ideas, works, solutions, methods, material, etc. It involves the use of criteria as well as standards for appraising the extent to which particulars are accurate, effective, economical, or satisfying.	The student tells whether or not a given product meets specified criteria, or compares two products for some purpose and gives his reasoning.	Judges quality based on sound criteria, identifies criteria, makes firm commitment, supports or disputes ideas effectively	Accepts ideas, helps establish criteria for evaluation

UNIT: TRANSPORTATION

LEVEL	MODEL OBJECTIVE	UNIT OBJECTIVE
(Knowledge) The knowledge level requires the ability to reproduce information by recognition or recall.	1. The child will be able to name items which belong in the unit category, when asked, "What is this?" and shown picture or object.	1a. Child will name items in unit category of transportation, when shown picture or object, and asked, "What is this?" or 1b. Child will point to picture or object out of group, when asked, "Show me" or "Find the car." Items include: - car - train - truck - airplane - bicycle - helecopter - motorcycle - fire engine - police car - bus - motorboat - sailboat - ship
	2. The child will be able to repeat a simple rule for classifying something in the unit category.	2. The child will be able to repeat a simple rule for classifying things that belong in the transportation unit. Sample rules: 1. Vehicles are things you ride. 2. Things you can ride are transportation.

LEVEL	MODEL OBJECTIVE	SAMPLE OBJECTIVE
(Comprehension) The comprehension level requires the ability to understand information demonstrated by reorganizing, paraphrasing or explaining.	1. The child will be able to explain a rule for the unit.	1. When asked, "What is a vehicle?" or "What is tranpsortation?", child should be able to tell that vehicles are "things that you ride."
	2. The child will be able to demonstrate, when given a rule, understanding of a unit, by selecting those that fit within that unit.	
	3. Given a simple analogy format, the child will be able to demonstrate understanding of a particular classification scheme by naming items that belong.	3. Given an analogy such as, "You can ride in a car, you can also ride in a _____," the child will supply the name of something you ride in.
	4. Given a familiar member of a unit, the child will be able to show or describe how it can be used according to the rule or definition for that unit.	4. Given something you can ride on, child will describe or demonstrate how it can be used to take you someplace.
	5. Given familiar members of a unit, the child will be able to group items according to specified dimensions.	5. Given a mural or drawing with sky, land (roads, etc.), and water, child will place vehicles or pictures on appropriate spaces.

LEVEL	MODEL OBJECTIVE	SAMPLE OBJECTIVE
(Application) The application level requires the ability to use (learned) information (methods, rules, or abstractions) in appropriate situations where no mode of solution has been specified.	1. Child will demonstrate understanding of a given unit by selecting out of a group of pictures or items, those that fit within the unit, with no rule given. 2. Given an unfamiliar object that could easily fit within a given category, the child will be able to decide if it fits in that category. 3. Given pictures of items within unit, child will be able to sort according to new and more complex dimensions.	1. Give the direction, find all the "things you can ride," the child will be able to select all vehicles out of a group of pictures or objects. When asked, "Could you ride this?" regarding unfamiliar items, child will be able to choose those that could logically be classified within the transportation items. 3. After experience in sorting pictures of "things we ride" into basic cagegories (e.g., things that go in air/water/sea), child will be able to sort according to a new dimension (e.g., fast and slow).

LEVEL	MODEL OBJECTIVE	SAMPLE OBJECTIVE
(Analysis) The analysis level requires the ability to identify component parts, relationships among elements, and basis for organization of whole.	1. Given an object or shown a picture the child will be able to tell what it is about that item that makes it a member of a given category, and either <u>why</u> or <u>how</u>. 2. The child will be able to associate or disassociate members of a category, <u>given cues</u> to assist in answering.	1. When asked, why is a bus a transportation vehicle, child will be able to give some attribute of a bus that makes it a good vehicle. 2a. Given a picture providing cues, child will be able to answer, "How are a bus and a car the same?: (Child might be shown picture with both traveling on a road.) 2b. In answer to a question such as, "How are a sailboat and a motorboat alike?" child will provide more detailed response, than "You ride them both."

LEVEL	MODEL OBJECTIVE	SAMPLE OBJECTIVE
(Synthesis) The synthesis level requires the ability to uniquely organize ideas and materials or discover a unique relationship not readily apparent.	1. Child will be able to select objects of the same category, given no cues.	1a. Child will find two that are alike, given a group of pictures or objects. 1b. Child will describe why he chose them as being the "same".
	2. Child will be able to give verbal answer to explain similarity of two items	2. Child will answer, "How are a jet and a helicopter alike?"
	3. Given an unfamiliar member of a given category, the child will be able to think and show or describe a possible way to use it according to the rule for that unit.	3. When shown an unfamiliar vehicle, child will be able to tell or show how it could be a vehicle when asked, "How could this be ridden?"
	4. The child will produce a plan, including several steps, to decide whether something would be good to ride.	4. Child will give at least two steps of a plan to use in deciding if something is a vehicle or not.
	5 Given unfamiliar materials, or familiar materials not ordinarily combined in a fixed manner, child will organize them into a unit member.	5. Given materials such as wood, nails. hammer, cardboard, scissors, etc., child will design "something to ride in".
	6. Given familiar pictures of unit members child will sort into 2 overlapping categories, by placing in either Category A, Category B (a second, discreet category) or the overlapping area including items with both attributes.	6. Given familiar pictures of "things to ride" child places them in hoop of things that go on land, in the hoop containing things that go fast or in the overlapping area of things that go fast and travel on land.

LEVEL	MODEL OBJECTIVE	SAMPLE OBJECTIVE
	7. Child will be able to answer questions presented in a "what would happen if....." format.	7. Child will be able to give a logical answer to questions such as: a. What would happen if there were no boats? b. What could happen if you combined a boat and a plane?

LEVEL	MODEL OBJECTIVE	SAMPLE OBJECTIVE
(Evaluation) The evaluation level requires the ability to judge value for some purpose against criteria and standards, including making comparisons and stating reasons for decision.	1. Given a specific criterion, child will be able to choose best item.	1. In answer to questions such as the following, child will select appropriate vehicles: a. Which goes the fastest? b. Which would be best to take if you weren't able to drive? c. Which would be best if the whole class wanted to go to the zoo?
	2. Given several alternative reasons why an item might be best suited to a particular purpose, child will select an appropriate reason.	2. Given a choice, child will select reason such as "because it holds many people" in answer to "why is it good to use a school bus for the whole class to go to the zoo?"
	3. Child will give reason for his own or given selection of an item for a certain purpose.	3. Child will give answer and logical reason to question such as "What is good to ride to a fire in?"

Training Sequence on Preschool Curriculum for Gifted Children

(Based on Bloom's Taxonomy and Unit-Topic Approach)

Objectives	Activities
1. To understand rational for model by giving description and 3 reasons in support of model.	1a. Read description of model (pages 2 - 12) 1b. Trainee will describe how he can utilize activities in own teaching model.
2. Demonstrate knowledge of taxonomy by giving description of levels	2a. Read description of levels. b. Label description of levels. c. Paraphase in own words the emphasis of each level.
3. Demonstrate understanding of task at each level.	3a. Label tasks according to level or b. List tasks at each level.
4. Demonstrate skill in writing objectives at each level within specific units.	4a. Label objectives in unit according to level. b. Rewrite unit to include activities at a minimum of 4 levels.
5. Demonstrate skill to individualize objectives to child's unique abilities or disabilities.	5a. Given an objective, at each level, trainee will re-write for a child with specific deficit.
6. Demonstrate ability to apply model to specific content and population.	6. For <u>each of 6</u> levels, trainee should be able to a. give general description of level. b. Give at least one specific task child could perform. c. Give one specific task teacher can perform. d. Write 2 objectives within a particular unit. e. Translate one objective for child with specific modality deficit

7. Deoonstrate understanding of continuum of activities.	7. Trainee will sequence a given set of objectives, identify level and give reason for selection.

Suggested Reading

Blackburn, Jack and W. C. Powell. One at a Time, All at Once. Pacific Palisades, California: Goodyear, 1976, 37-39.

Bloom, Benjamin, (ed.). Taxonomy of Educational Objectives, Handbook I: Cognitive Domain. New York: David McKay, 1956.

Vargas, Julie. Writing Worthwhile Behavioral Objectives. New York: Harper and Row, 1972.

Worksheets for Training Sequence

1.a. List 3 reasons in support of model.

2.b. Label description of levels of taxonomy.

Description	Level
Understand information by explaining or defining.	_____
Identify relationships among parts and organization of whole.	_____
Reproduce by recognizing or recall of information	_____
Unique organization of ideas or materials	_____
Ability to use learned information in new situations	_____
Judge value against criteria and give reasons for decision	_____

3.a.

Task	Level
Explain:	_____
Sort into specified groups	_____
complete simple analogy	_____
	_____
Compare:	_____
Judge	_____
Choose best one	_____

Page 2
worksheet for training sequence

Task	Level
Repeat Label	
Tell how things are the same figure-ground	
Name items in category with no cues recategorize in new way	
Organize Hypothesize Generate ideas or plans Create	

3.b.

Level	Task
Knowledge	
Comprehension	

3.b. cont.

Level	Task
Knowledge	_____
	_____
	_____
	_____
Comprehension	_____
	_____
	_____
	_____
Application	_____
	_____
	_____
	_____
Analysis	_____
	_____
	_____
	_____
Synthesis	_____
	_____
	_____
	_____
Evaluation	_____
	_____
	_____
	_____

Page 4
Worksheet for Training Sequence

4.a.

Level Objective

Unit: Animals and Animal Homes

_____1. To tell where animals live, after having listened to a story about where these specific animals live.

_____2. To tell where animals might live, (or place in appropriate setting) given only various kinds of information about animals' habits and characteristics.

_____3. To pick the animals that are most alike out of a group.

_____4. To tell which animal of four, would be the best house pet and why.

_____5. Given many pieces of paper, each with the same shape drawn on, to make as many animals as one can.

_____6. To sequence a picture story portraying the growth cycle of an animal, after hearing a story about a different animal in the same class.

b. Rewrite some of the following objectives so that the unit will include objectives at a minimum of four levels.

Unit: Music and Rhythms

1. To recognize written symbols for each instrument in rhythm band (i.e. xx=sticks; = tambourine; = bell)

2. To label the name of each kind of note ( ).

3. To name the instruments in a band.

4. To color a picture of an instrument.

5. To listen to different kinds of music (slow, fast, loud, soft.)

6. To be able to explain what music is.

5. Think of a child with a particular handicap and modify the following objectives for that child.

(Knowledge) 1. Child will name pictures or objects of musical instruments.

(Comprehension) 2. Child will explain what a dinosaur is.

(Application) 3. Child will put in sequence 8 pictures portraying growth of a flowering plant from a seed.

(Analysis) 4. Child will tell the name of a state in the United States from looking at its shape.

(Synthesis) 5. Child will use clay or paper mache' to make a new toy.

(Evaluation) 6. Child will tell which picture is best to go with a poem or song and give a reason.

Page 6
Worksheet for Training Sequence

6. Sequence following objectives; then label level, and give reason for selection.

1. Child can select all the vegetables from a group.

2. Child can name four food groups.

3. Child can discriminate foods according to sweet and sour.

6. Child can paint a picture of a make-believe food.

Record Keeping

Most teachers keep some records of progress on each child. The kind of record keeping chosen depends on why the records are being kept, the goals of the program and who the audience for the information is -- supervisors, the parents, the teachers, or the children themselves.

Records on activities from this book may be kept in whatever usual format the particular program already utilizes. If there is an interest in children's progress within the continuum of cognitive levels, the system used in the demonstration project is suggested. This is to keep a record of the number of objectives each child accomplishes at each level from unit to unit, using something like the following format.

Unit or week

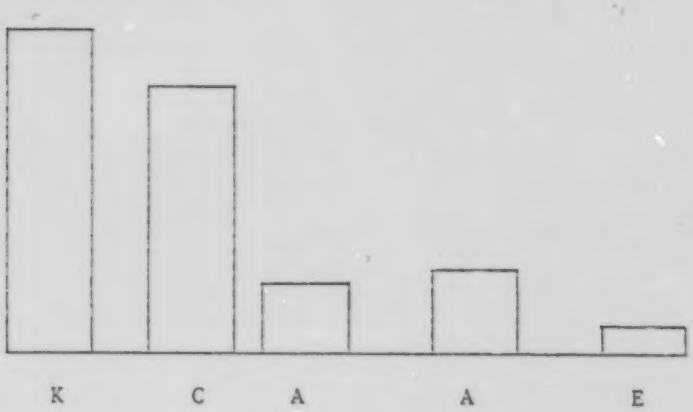
Levels of Taxonomy	1	2	3	4	5	6	7	8	9	10
E										
S										
A										
A										
C										
K										

From beginning to end of the assessment period, a trend of increased number of objectives at higher levels would be expected. This can be an ongoing record, or done periodically throughout the year, but should be looked at often enough to get a true sampling.

Sample for 1 Child

	1	2	3	4		12
E						✓
S						✓ ✓
A			✓ ✓ ✓	✓ ✓		✓ ✓ ✓
A	✓	✓ ✓ ✓	✓ ✓	✓ ✓ ✓ ✓		✓ ✓ ✓ ✓
C	✓ ✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓ ✓		✓ ✓ ✓ ✓ ✓
K	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓		✓ ✓ ✓

In addition, it is possible to keep a similar record of those activities done with the entire class for the teacher to get information about the proportion of activities at each level that she or he is providing for the entire group. This information can then be translated into a bar graph to get a visual picture of the amount or proportion of each level within the curriculum and compared to the program goals to help the teacher decide if one type of experience is being over or under-emphasized.



UNITS

HOBBIES UNIT

Activity Level: Knowledge

Objective: The children will observe hobby materials and hear about a variety of hobbies.

Materials: The finished products of hobbies
Examples: photo album, needlepoint, stamp collection, knit articles of clothing, model airplanes, boats, etc.

Description: Invite people who have interesting hobbies to come and talk to the children. Ask them to bring examples of their work to class and show them to the children also. Ask the children if they have any hobbies and encourage them to bring them to school.

Activity Level: Knowledge

Objective: The children will become familiar with rules, facts, and definitions associated with hobbies.

Definition: Hobby - an interest a person develops for enjoyment and pleasure.

Fact: Sometimes people gather special materials together from many places and collect them for a hobby.

Examples of hobbies:

Photography - taking pictures with a camera and film.

Stamps - a special printed paper you buy to mail letters or packages.

Coins - a piece of metal that has been stamped and is used for money.

Pottery - dishes and pots that are made by hand from clay and are "fired" in a kiln.

Bugs - small animals that can be found anywhere.

Needlework - stitch work done using a needle.

Macrame' - tying knots together to make wall hangings, plant holders, belts, etc.

Beading - a piece of material with a hole in it for stringing.

Weaving - criss-crossing threads to make cloth.

Gardening - a small patch of land used to grow plants.

Map collection - gathering together maps from places near or far away.

Subsection: Coins

Rock collection - a gathering together of rocks from different parts of the country.

Bottle caps - bringing together tops to bottles from as many places and brands as possible.

Activity Level: Knowledge

Objective: To develop an interest and understanding in coin collecting.

Definitions:

1. Coin - a piece of metal that has been stamped and is used for money.
2. Numismatist - people who collect coins.
3. Proof coins - coins with a special mirror-like finish that are made especially for coin collectors.
4. Commemoritive coins - are made to celebrate historic events like the Bicentennial. These coins cannot be used as money.
5. Mint mark - a special mark on a United States coin that tells where it was made. A small "d", for example, means the coin was made in Denver, "s" means it was minted in San Francisco. If there is no mark on the coin, it was minted in Philadelphia.

Fact: Coins are a type of record of history. Presidents Washington, Jefferson, Lincoln, Roosevelt, and Kennedy are on United States coins.

When the first coins were made in the United States the people wanted to put a portrait of George Washington on the coin. Washington did not think the picture of any living person should be on a coin. To this day, there are no portraits of living people on a United States coin.

Activity Level: Comprehension

Objective: The children will demonstrate how to care for coins by cleaning, holding and storing them properly.

Materials:
several coins
a large bowl
liquid/powder soap
small coin boxes, or plastic pill container, or envelopes

Fact: Coin collectors place more value on coins that are in good condition, coins that don't have scratches and dents.

Rules in caring for coins:

1. Try to handle your coins by the edges.
2. Don't polish coins. Wash your coins in soap and water to clean them.
3. Store your coins so they don't rub against one another. Put them in emptied pill containers or envelopes to be stored.

Description: Put some soap into the bowl and add water until there are lots of suds. Encourage the children to hold the coins by their edges. Each child can gently wash a few coins, wait for them to air dry and place them into the proper envelope.

Activity Level: Application

Objective: The children will solve the problem of where to find coins.

Materials: Pictures of different professionals
Examples: bank teller, store clerk, vending machine attendant, etc.

Description: Tell the children that coin collectors have to look through many, many coins before they find the ones they want for their collection. Encourage the children to think of some things a coin collector can do to find all the coins he needs.

Suggestions:

1. Buy rolls of coins from a bank.
2. Set up a gumball machine and sell each piece of candy for a penny or nickel.
3. Go through the change of your friends and family.
4. Exchange coins with your friends.
5. Buy coins from a hobby shop.

Activity Level: Analysis

Objective: The children will examine coins looking for unique characteristics.

Materials: Rolls of pennies, nickels, and dimes
Magnifying glass

Description: Collectors usually look for special marks on the coins they save. The Indian head nickel, mercury dime, and Bicentennial half-dollar are examples of commonly sought coins. Show the children examples of each coin and ask them to see if they can find similar coins in the rolls.

Activity Level: Synthesis

Objective: The children will develop a unique and original way to display their coins.

Materials:

boxes	pill containers
envelopes	picture frames
Oak tag	glue

Subsection: Maps

Description: Encourage the children to think of a new and unusual way to display their coins. Show them a variety of materials to use and pictures of displays from ordering categories. Invite children and teachers from other classes to see the displays.

Activity Level: Knowledge

Objective: The children will learn that there are many different kinds of maps.

Materials: Pictures of various modes of transportation (car, bus, train, plane, boat)
A local map

Description: Define what a map is for the children: A picture that shows where things are.

Holding up the pictures of the various modes of transportation, tell the children why maps are important in each situation.

Examples:

1. Cars - road maps help people get from one road to another.
2. Bus - if you are riding a bus in a new city, a map will tell you where to get on and off the bus.
3. Railroads - some maps are made to show the route of a rail or a bus.
4. Airplane pilots - use maps to fly from one city to another.
5. Sailors - use maps called charts (nautical charts) to get from one port to another.

Activity Level: Comprehension

Objective: The children will be able to tell of the variety of uses for maps.

Materials: letters/writing paper
envelopes
stamps
storage box

Description: Start a map collection with the children. Tell then you are going to write to different people to get as many different maps as possible.

- Show the children the box and tell them that all the maps the class gets will be stored in this box.
- Compose a letter with the children.

Places to write to:

1. The Chamber of Commerce in different cities. Ask them for their local map.
2. The Geological Survey and the U. S. Weather Bureau in Washington, D. C. These maps usually have a slight cost.

3. The State Highway Department
4. The AAA
5. Local banks usually have city maps.
6. Gas stations sometimes have maps.

Activity Level: Application

Objective: The children will develop an understanding of the scale of measure used on maps.

Materials: Lcoal map

Description: Tell the children most maps have a scale of measurement on it. Draw a picture of a printed scale for the children.

Example: 0 5 10 When you use a map you will know a distance of _____ is ten miles

The scale tells you the relationship between the actual size of what the map represents to the size of the map.

Activities:

Cut an index card to match the size of the map scale. Locate the school and a neighborhood market on the map. Encourage the children to use the scale and tell how far it is from the school to the market. Let children guess which of two places would be the fartherest. (Choose two places - one very close and one quite far.)

Do the same activity between children's home and school, from a home to a frequently visited place like a community center, church, gas station. Have each child keep a record of the miles he/she frequently travels.

Activity Level: Analysis

Objective: The children will find relationships between a specific map and the person that would find the map useful.

Materials: A variety of maps. Examples: trail map, nautical map, road map, city map, ski map, navigational map, map of constellations, treasure map, weather map.

Description: Examine each map with the children and talk about the area each map represents. (Example: the nautical map represents a "picture" of the ocean.) After talking about the maps, ask the children who they think might need or have a use for each map.

trail map	---	hiker
nautical map	---	sailor
road map	---	traveler
city map	---	visitor to city
ski map	---	skier
navigational map	---	pilot
map of constellations	---	astronomer
treasure map	---	pirate
weather map	---	weather man (people)
fishing map	---	fisherman

Activity Level: Synthesis

Objective: The children will make a relief map showing high and low places.

Materials:
soap flakes
card board box lid
newspaper
tempera paint

Description: Tell the children you are going to make a relief map. A relief map is a picture of an area that shows the land's surface raised. The mountains, hills, valleys and buildings are three dimensional.

Let's make an imaginary community in a relief map.

1. Cover the area where you are going to work with newspaper.
2. Get a card board box or a large piece of heavy cardboard for the base.
3. Mix together 2 cups soap flakes with 3/4 cups of water.
4. Using the mixture, build you map. Use more "paste" to make the buildings and mountains. Use your finger or a spoon to make the smooth areas.
5. After the map is dry, you can paint it with tempera paint.

Activity Level: Synthesis

Objective: The children will develop a better understanding of maps by making one.

Material:
large piece of cardboard or oaktag
crayons/water colors
magic markers

Description: Tell the children they are going to make a map from their house to school.

1. Put an X in a corner of the page. The X can represent your home.
2. Draw two lines to show the street you live on.

Subsection: Rocks

3. Draw an arrow on the street to show what direction you go in to get to school.
4. If you come to a corner and it has a traffic sign on it, add that to your map. Draw simple pictures of stop signs, red lights, yield signs, etc. for the child on the blackboard.
5. Draw familiar buildings and stores on the map that you pass on the way to school.
6. If the children remember the names of some streets, the teacher can write them in for them.
7. Follow your map home after school to make sure it's correct.

Activity Level: Knowledge

Objective: The children will learn about the three types of rocks.

Materials: If possible, get samples of each type of rock.

Basalt or granite - Igneous
Limestone or sandstone - Sedimentary
Marble - Metamorphic

Description: Explain to the children that rocks can be put into three different groups: Igneous, Sedimentary, and Metamorphic. Show the children examples of each type of rock. Talk about the special characteristics each rock group has.

Granite - Which is from the igneous group, is one of the hardest rocks of all.

Sandstone - from the sedementary group, are formed from dead plants and animals that settled on the ocean floor. They sometimes left an imprint or picture of themselves on the rock they formed. We call them fossils.

When igneous and sedimentary rocks are put under a great deal of heat, pressure, and chemical changes, they become a new rock called metamorphic rock.

Marble is made from limestone that is put through these changes.

Activity Level: Comprehension

Objective: The children will answer questions about the three types of rocks.

Materials: granite
limestone - rocks
marble

Subsection: Bottle Caps

Description: Ask the children to discriminate between the three different kinds of rocks. Label the rocks.
Encourage the children to parapharse what he/she has learned about the three types of rocks.

Activity Level: Application

Objective: The children will develop an interest in rock collecting by going on a rock hunt.

Materials: Heavy duty paper bags, or knapsack, or a strong cloth bag
A mineral hammer (it can be purchased at most hardware stores.)
A variety of rocks: coal, quartz, marble

Description: Show the children the rocks and tell them about their uses. Example: Coal is used for heating; quartz is sometimes used to make jewelry, and marbel is used on window sills, around fireplaces, or on tops of tables.

Collecting rocks is really easy because they can be found in so many places. Ask the children to name some places rocks can be found. (Parks, streams, beaches, mountains, fields.)

Take the children rock hunting and encourage them to find as many different rocks as possible. Make sure each child contributes at least one rock to the classroom collection. As you are walking, if you find a rock that is too large to carry, chip a piece off with the mineral hammer.

Activity Level: Analysis

Objective: The children will name, recognize the materials used to construct certain buildings or homes.

Materials: A wide variety of buildings and building materials. They are most likely to be found in the historical or older part of town. Churches, universities, or old homes are likely to have the materials needed.

Description: Visit buildings made out of various materials. Record the type of stone used in making each building visited. When the list is complete, ask the children which rock was used most frequently and why.

Activity Level: Knowledge

Objective: The children will recognize bottle caps and define them.

Materials: A variety of bottle caps from: soft drinks
detergents
foods

Definition of bottle caps

Description: Define bottle cap for the children: the head or the covering of a bottle. Encourage the children to touch the bottle caps and remember the definition.

Activity Level: The children will demonstrate their understanding of "bottle caps" by circling as many as they can find on a collage.

Materials: A teacher prepared ditto made by pasting pictures of bottles with caps, cans, boxes, bottles with snap tops, etc. on a ditto master
Crayons

Description: Give the children the ditto and encourage them to circle the pictures of the bottle caps. When they think they've found all the bottle caps in the picture, have them count the number they found and see if it matches the number on the key. Let the children color the bottles with caps.

Activity Level Comprehension

Abjective: The children will discriminate between bottle caps and non-bottle caps.

Materials:
a brown lunch bag
bottle caps
snap top caps
lids to jars
box tops
caps to liquid detergent

Description: Count the number of bottle caps in the bag and record it on a piece of paper on your desk. Ask the children to take all of the bottle caps out of the bag. Everything else can remain in the bag. Have the children continue the activity until the number of caps they find match the number recorded on your desk.

Activity Level: Application

Objective: The children will collect bottle caps of various kinds.

Materials: A variety of bottle caps

Description: Encourage the children to think about the various uses of bottle caps. Tell the children that you've heard about a little girl who used the caps to make musical instruments.

She attached some caps to her fingers and hit them together like symbals.

I. Talk about other uses for bottle caps:

1. make jewelry
2. play money
3. teach number concepts

II. Talk about various ways to store bottle caps once you've started your collection.

1. in a glass jar - so everyone can see them
2. in a paper bag - so they can make lots of noise
3. in a shoe box or an empty milk carton

III. Ask the children to name some places to look for bottle caps:

1. your home
2. soft drink stand at a community fair
3. soft drink machines

Activity Level: Application

Objective: To make a collage of bottle caps

Materials: a variety of different bottle caps
a hammer
heavy cardboard from a cardboard box or a large piece of oaktag
white glue or rubber cement

Description: This project is fun to do with the entire class. Ask the children to bring in a few bottle caps that they can share with the class. The caps will be used to make a collage.

Bottle cap collage:

1. Flatten some of your bottle caps with a hammer, leave some of the caps just the way you found them.
2. Take your piece of cardboard/oaktag and arrange the caps just the way you like them. Think of as many different ways of arranging them as you can.
3. Glue your caps to the cardboard.

Activity Level: Analysis

Objective: The children will detect relationships in various materials.

Materials: magazines
scissors
paste
scrap book

Description: Begin a scrapbook for the children by pasting in magazine pictures of jars and lids, snap tops and cans, lids to pans, and bottles and caps. Ask the children how all of these objects are similar, and how they are used. Each object pictured has a container and something to seal what is inside the container. Demonstrate this by showing the pictures in the book. Give each child a few magazines and tell them to find more pictures of objects that serve the same purpose as the ones already in the book.

Activity Level: Analysis

Objective: The children will list all of the materials used to make one bottle cap.

Material:
several bottle caps
magnifying glass
paper
pencils

Description: Tell the children you're going to have a contest! Every child wishing to enter the contest is given a bottle cap, paper and pencil. The contestants are to list all of the materials used in making a bottle cap. Ask the children to work by themselves and to record all the materials used to make the caps by drawing a printing on their paper. Make a list as a group after the children are finished working. The children with complete lists are the winners.

List: Paint (one to cover the top, one to print words), cork, glue, aluminum.

Activity Level: Synthesis

Objective: The children will make musical instruments from the caps.

Materials:
bottle caps
hammer
nail
cord/yarn
paper bags

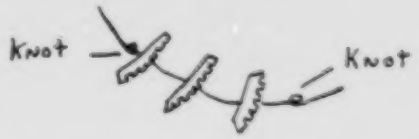
Description: Tell the children they are about to become members of a very special musical band! Everyone in the band is going to make an instrument. After each child makes an instrument, plan a parade.

Examples of instruments:

Tambourines:
a) punch six holes around the edge of a paper
b) cut six peices of cord/yarn. Put a knot in one end of the yarn
c) get 18 bottle caps. Flatten six of them with

a hammer. Pound a nail through each bottle cap

d) put three caps on each peice of string. The flattened cap is in the middle
e) tie a knot in each piece of string before you put the bottle caps on and after the third one is on.

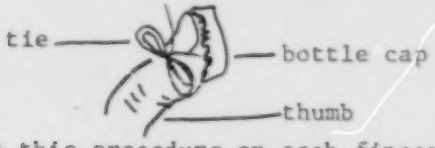


f) attach the string to the paper plate
g) decorate the plate

Finger Tambourines:

a) use a hammer and a nail to pound holes into five bottle caps.

Note: each cap needs two holes
b) cut five pieces of string long enough to be tied around your fingers.
c) put the cork side of the cap against the inside of your thumb. Put the string through the holes so that it ties under your nail.



repeat this procedure on each finger. Bang your fingers on your thumb and make music.

Activity Level: Evaluation

Objective: The children will begin a hobby of their own.

Description: This activity can be done at the end of the unit on hobbies. After the children have participated in the unit activities, ask them which hobby was the most interesting to them. Encourage the children to pick a hobby and to continue to develop it.

Take some time during the year for the children to give "reports" on their hobbies to the rest of the class.

HOBBIES UNIT BOOK LIST

Marsh, Susan. All About Maps and Mapmaking. New York: Random House, 1963.

Jordon, E. L. Hammond's Guide to Nature Hobbies. New York: Hammond, 1953.

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Liebers, Arthur. Fifty Favorite Hobbies. New York: Hawthorn Books, Inc., 1968.

Pashko, Pearl and Stanley. American Girl's Treasury of Sports, Hobbies, and Parties. New York: Grosset and Dunlap, 1949.

Laver, James. The Young Collector's Book. New York: Ray Publishers.

Leeming, Joseph. Tricks Any Boy Can Do. New York: D. Appleton-Century Co., 1938.

Belton, John, and Joella Cramblet. Let's Play Cards. Milwaukee: Raintree Editions.

Wells, Robert. Weather Forecasting as a Hobby. New York: Hammond, 1963.

Fortner, Virginia J. Archaeology as a Hobby. New York: Hammond, 1962.

HOME ACTIVITIES

Unit: Hobbies

Activity 1. If any one in your family has a hobby, talk to your child about it. Explain what activities are involved and why you like to do it. (For example: "I like to knit because it makes me feel calm and relaxed" or "I like to knit because I like to have pretty sweaters to wear or to give people for presents.")

Activity 2. Discuss your child's interests and how these might become hobbies. (For example: Painting or collecting things like rocks or insects, if you have an idea that your child has such an interest.) If you do not know of such an interest, try to help your child develop one. (Collecting is a good place to start with young children.)

Activity 3. When you visit friends with your child, try to find out if they have any hobbies and if so ask them to show your child the tools or results of this activity.

Activity 4. When you talk about your hobbies or talk to others about theirs, try to help your child understand that any activity that a person does because of the enjoyment and relaxation it involves can be a hobby. One way to do this might be to discuss cooking or reading as hobbies. They can be a job or a hobby.

Activity 5. Do at least one thing with your child that could be considered a possible hobby. (Collecting, listening to music, reading, arts and crafts, fishing, any others.)

Additional Ideas

MEDICINE UNIT

Activity Level: Knowledge

Objective: The teacher will demonstrate the use of various medical instruments and the child will remember their function and use.

Materials: Toy doctors kit: stethoscope, tongue depressor, thermometer, doctor's light, hammer.

Description: The teacher and the child will do some role playing. The teacher will be the doctor and the child will be the sick patient who has come to the doctor's office for a check-up.

The teacher will label and define each instrument in the medical bag as they are used. Reverse roles of doctor, patient.

Activity Level: Knowledge

Objective: The Child will point to pictures of various people in the medical profession.

Materials: Hospital ordering catalogues for pictures of doctors and nurses.
Pictures of dentists, physical therapists, surgeons, candy stripers, orderly, etc.

Description: The child will point to the appropriate picture when asked.

Activity Level: Knowledge

Objective: The children will learn words and terms commonly associated with medicine.

Word List:

Medicine - is given to sick people to help make them better.
Pharmacist - a person who mixes and sorts medicine at a drug store and fills your prescriptions.
Doctors & Nurses - help take care of sick people in offices or hospitals.
Prescription - A note written by a doctor so you can get medicine at a drugstore.
X-Ray - a special picture that's taken of a bruise or sprain to see if there are any broken bones.
Vaccination or Shot - the doctor gives vaccinations to people to help prevent them from getting sick.
Hospital - a place sick people go to get special care.
Ambulance - a special car used to rush people to the hospital.

Apothecary - an old fashioned name for a drug store.
Stethoscope - an instrument put on your chest and back to listen to your heart.
Thermometer - a tool that tells if there's an infection in your body.
Dentist - a doctor who cares for your teeth and helps keep your mouth healthy.
Operation - When you are put to sleep by a doctor, and something is done to your body to help you get well.

Activity Level: Comprehension

Objective: The children will explore an examining room and interact with doctors and nurses in a non-threatening situation.

Procedure:
1. Arrange a visit with the school nurse.
2. Have the nurse measure and weigh each child.
3. Ask if a doctor will talk to the children at that time also.
4. Arrange for the children to look through a medical bag, using some of the instruments like the hammer, stethoscope, tongue depressor, doctor's light.
5. Ask the nurse/doctor to explain to the children why immunization shots are given to children.

Activity Level: Comprehension

Objective: After listening to a story the children will sequence four simple pictures depicting the story.

Materials: A story without pictures.
4 pictures (Marty eating breakfast, Marty going out doors with cap and glove, Marty and Mom talking, Marty waiting in car.)

Description: Story

Activity Level: Comprehension

Objective: The child will select objects; pictured items, that are related to a sentence read to him.

Materials: Sentences describing specific medical instruments and medical personnel; objects or pictures to correspond with each sentence read.

Description: Several pictures and objects are placed in front of a small group of children. The teacher tells the children she's going to read them a sentence related to one of the objects and they are to choose the correct one.

Example: This instrument is used to listen to your heart. Stethoscope
A doctor carries his medical instruments in a black bag.

Activity Level: Application

Objective: When shown new pictures of people or equipment connected with medicine, child will decide whether or not it goes with medicine.

Materials: Pictures of medical equipment
Pictures of medical people

Description: The teacher holds up pictures and asks the children to decide whether or not it goes with medicine. Some new people might be:
Laboratory technicians
X-Ray technicians
L. P. Nurse
Candy Striper

Equipment: Microscope
Other medicines

Activity Level: Application

Objective: The children will tell similarities and differences between medical people or between medical equipment

Materials: Pictures of medical people
Pictures of medical equipment

Description: The teacher will show two pictures of medical people or of two pieces of medical equipment and asks the children to tell how they are alike and how they are different.

Examples: Compare:
Doctor - Nurse
Dentist - Doctor
Orderlys - Candy Stripers
Physical therapists - speech therapists

Stethoscope - Microscope
Needle - Thermometer
Bandaid - Bandage

Activity Level: Analysis

Objective: Children will recognize medical personnel by their uniforms.

Materials: Worksheet with simple pictures of uniformed individuals.

Description: The teacher tells the children that you can tell what some people do by the clothes they wear. The children can put an X or color the people that have something to do with medicine.

Activity Level: Synthesis

Objective: The children will listen to a story with a medical theme and make up an ending/endings.

Materials: Books from Early Childhood Discovery
a) The Doll Went to the Doctor
b) Name and Know Books
c) "It doesn't Hurt Much"
e) "Going for a Check-up"

Description: A group of children will listen to the teacher read part of a story with a medical theme. The teacher will read enough of the book so that the theme and plot of the story can be established. The teacher can then make up an ending to a story. Each child will have the opportunity to make up an ending also.

Activity Level: Synthesis

Objective: The children will role play various positions in the medical profession.

Materials: A corner of the room can be made to look like a doctor's office
Doctor kit
A man's white shirt
Nurse's cap - made from white construction paper

Description: The children will be encouraged to act out a personal experience they've had with a doctor.

Activity Level: Evaluation

Objective: The children will determine the seriousness of different illnesses.

Materials:
1. doctor kit
2. a corner of the class set up to resemble a doctor's office
3. a list of illnesses or ailments prepared by the teacher.

Description: The children will take turns assuming roles of a doctor or a patient. The patients are told what ailment they have and given props to look convincing. The doctor and the patient will decide together the seriousness of the illness and what treatment is necessary.

MEDICINE UNIT BOOK LIST

1. Jeff's Hospital Book by H. L. Sobol.

   Good, clear photographs. Story explains what goes on in hospitals.

2. Elizabeth Gets Well by Alfons Weber.

   Wordy story - K - Primary level.

3. I Want to be a Nurse by Carla Greene.

   Simple words. Clear story, good pictures.

4. Doctors and Nurses - What They Do by Carla Greene.

   Cartoon-like pictures. Book is fairly comprehensive. It includes information about medical equipment and internal organs. Primary level.

Books from Early Childhood Discovery Materials

   a. The Doll Went to the Doctor
   b. Name and Know Books
   c. "It Doesn't Hurt Much"
   d. Name and Know Books - Various medical equipment and personnel
   e. Look and Listen Book: Going for a Check-Up

6. This is the Ambulance Leaving the Zoo by Norma Parker.

   Many of the pictures are caricatures. They're very clear and precise. This is an alphabet story. Good kindergarten level.

7. Madeline by Ludwig Bernelmons.

   A great story for young children. Simple clear pictures.

8. I Want to be a Doctor by Carla Greene.

   Good clear pictures; simple story.

9. Let's Find Out About Hospitals by Eleanor Kay.

   Pictures are sketchy. The story is rather detailed and full of facts. X-Rays, operating rooms and lab-technicians are discussed.

10. Elizabeth Gets Well by Alfons Weber.

    Pictures are sketchings. Purpose of book is to eliminate fears of the hospital. It explains a lot of the activities in the hospital.

11. A Hospital Story by Sara Bonnett Stein. Walker and Co., New York, New York, 1974.

    Information for parents and children; photographs.

12. Curious George Goes to the Hospital by Margaret and H. A. Rey. Houghton Mifflin Co., Boston, 1966.

13. What Happens When You Go to the Hospital.

    A little girl is admitted to a hospital for a tonsillectomy. We follow her through the signing in, the operation, and dismissal from the hospital.

HOME ACTIVITIES

Unit: Medicine

Activity 1. Talk about why you go to the doctor and what happens there. For example: Physical exams are necessary for entering school, going to camp, when you are ill, and for check-ups.

Activity 2. There are other people involved in the medical profession also. Physical therapists, nurses, dentists, dietitions and pharmacists are interesting topics of discussion. Talk about what they do.

Activity 3. If your child is scheduled for a medical examination, encourage him/her to ask questions and explore the examining room. Ask the doctor to explain why children receive injections, get check-ups, etc. These activities can greatly reduce the fear some children harbour about doctor visits.

Activity 4. Examine some of the instruments used by the doctor or dentist. Talk about their function and how they will feel.

Activity 5. Tell a story involving a visit to a doctor or dentist. Then encourage your child to make up a story also.

Additional Ideas

DIET UNIT

Activity Level: Knowledge

Objective: The children will define words commonly associated with diet.

Materials: The classroom dictionary
or
Scrap book

Unit Terms: Diet - what you eat and drink every day.
Vitamins and Minerals - are nutrients. They are needed by your body in small amounts to help your body work well.
Nutrition - the process of taking in and using food substances.

List of Vitamins:

1. V. A - is needed for normal growth and good vision.
2. V. C - is needed for healthy gums,, bones, and teeth.
3. V. D - helps develop strong bones.

List of Minerals:

1. Iron - is needed for making blood.
2. Calcium and Phosphorus - used in the development of bones and teeth.

Activity Level: Comprehension

Objective: The children will specify which items belong within a particular classification.

Materials: Various toys from the classroom
Paper products (cups and plates)
Eating utensils
Pans
Cans and boxes of various foods
Two plastic circles

Description: One circle can be labeled "food" the other "not food". The children will place each item given to them in the appropriate circle.

Activity Level: Application

Objective: The children will be able to classify food into the four basic food groups.

Materials: Index cards
Pictures of food from each basic group
A piece of oak tag divided into four sections - each representing a basic food group.

fruit & vegetables	Dairy (milk products)
grains (breads)	meats

Milk cartons
Loaf of bread
Lunch meat containers

Plastic or real fruit,
Vegetables
Pictures of meats

Description:

1. The teacher will explain to the children that food is divided into 4 groups: Dairy, fruit & vegetables, grains, and meat.
2. The teacher can take the cartons representing each group and put it in the proper section of the oak tag.
3. The group can list some of their favorite foods and the teacher will record them on index cards. After listing the foods, the group can decide which of the four basic groups each food fits into.
4. As a follow-up activity the children can cut out pictures of food from magazines and classify them into appropriate categories in the basic four group.

Activity Level: Application

Objective: The children will develop a complete food list for each of the basic food groups.

Materials: Labeled pictures of foods representing each area in the basic four groupings.

Description: The children will classify the pictured words into the correct food group.

Extended List:

Dairy	Meats	Fruits & Vegetables	
cream	hamburger	apricots	corn
buttermilk	fish	broccoli	lettuce
skim milk	pork - lamb	cantalope	peas
evaporated milk	hot dog	carrots	apples
whole milk	luncheon meat	kale	bananas
hot chocolate	chicken - turkey	spinach	grapes
yogurt	eggs	turnip greens	pears
cottage cheese		sweet potatoes	

Activity Level: Analysis

Objective: The children will find similarities and differences between certain foods.

Materials: Mimeographed worksheets

Description: Children are given a worksheet with simple drawings of food drawn in one column. They are asked to draw a line to something that is similar in the second column.

Example:

hard boiled egg	scrambled egg
ice cream cone	milk shake
french fries	baked potato
round steak	hamburger
apple	applesauce
cream	butter
water	ice
peanuts	peanut butter

Activity Level: Analysis

Objective: The children will classify grocery products according to specific consumer needs.

Materials: Cards
Tablets with specific titles/names of consumer groups/needs.

Description: Tell the children you plan to take them on a field trip to a local grocery store. Each child will be given the task of finding and listing as many products as they can in a certain category.

Categories:

1. baby products
2. dairy products
3. vegetables
4. cereals
5. breads
6. pets
7. soft drinks/sodas
8. paper products
9. meats
10. spices
11. cake mixes
12. junk food
13. juices
14. cleaning products

Activity Level: Analysis

Objective: The children will demonstrate an understanding of the sequences involved in following a recipe.

Materials:
1 box chocolate pudding mix
1 pie shell
1 quart of milk
pictures of the steps involved in making chocolate pie

Description: As a follow-up activity the children will be given a series of pictures depicting the steps involved in making a chocolate pie. The children will arrange the pictures in the proper order. The child will dictate the steps involved in making the pie and the teacher will record it.

Activity Level: Synthesis

Objective: The children will develop meal plans utilizing the 4 basic food groups.

Materials: The basic food group chart
Magazines with pictures of various foods
Form paper

Description: The children will be given a mimeographed sheet listing the meals of a day. Using the food chart the class put together, the children will make up a menu or meal plan for a day.

Mimeographed Sheet:

Meal Plans

Breakfast	Midmorning snack	Lunch
1.	1.	1.
2.	2.	2.
3.		3.
4.		4.

Afternoon snack	Evening snack
1.	1.
	2.

Dinner
1.
2.
3.
4.
5.
6.
7.

Activity Level: Synthesis

Objective: The child will understand the processes involved in making something to eat. Example: Soup.

Materials: Paper and pencil Vegetables Pan
Heating element Knife

Description: The children will think of all things that go into making vegetable soup. Using this information, the class will make a recipe.

The group will follow the recipe and make vegetable soup.

Sample Recipe: Soup

1. Peel (carrot) and (potato)
2. Cut (carrot) (celery) and (potato)
3. Put 1 of oil in (pot)
4. Add and (canned tomatoes)

cups water

5. Add salt
6. Heat until warm on

Activity Level: Synthesis

Objective: The children will develop an understanding of ethnic preferences in food.

Materials: Magazines with pictures of food
Oak Tag
Paste
Scissors
Index cards with the name of ethnic group

Description: Each child is given an index card with the name of an ethnic group printed on it. The child is to find as many foods as he can associated with the group.

Activity Level: Evaluation

Objective: The child will be given two different menus and asked to decide which is the most nutritious.

Materials: Pictures of different meals

Description: The child is given a series of sets of meals. From each set the child is to pick the most nutritious meal and explain why that meal was chosen.

HOME ACTIVITIES

Unit: Diet

Activity 1. At mealtimes, talk to your child about what you are eating and drinking and how it is used by the body to make it grow and remain healthy.

Activity 2. Include your child in the meal preparation letting him decide which vegetable or meat to prepare, and then let him/her help fix and serve it and using correct names for different foods are a source of new words.

Activity 3. Take your child along to the grocery store and examine the different kinds of food available there. An interesting discovery for some children is that the same foods are available fresh as well as canned or frozen. Select a new food to try at the table.

Activity 4. Talk about the 4 major food groups (milk group, fruit and vegetables, bread, and meat group) and practice with your child classifying what you already have in your refrigerator and cupboards.

Activity 5. Cause and effect can be demonstrated by letting your child help in baking a cake, cookies, or the like from scratch. Mixing of several ingredients results in a delicious food that looks totally different from the ingredients and batter you begin with.

DIET UNIT BOOKLIST

Gruenberg, Benjamin C. Your Breakfast and the People Who Made It. New York: Junior Literary Guild and Doubleday, 1954.

Jupo, Frank. Nothing to Eat - But Food. New York: Aladdin Press, 1954.

Orr, John Boyd. The Wonderful World of Food. New York: Garden City, 1958.

Russell, Solveig Paulson. Peanuts, Popcorn, Ice Cream, Candy, and Soda Pop, and How They Began. Abingdon, 1970.

Bush, Phyllis S. Dining on a Sunbeam: Food Chains and Food Weeks. New York; Four Winds Press, 1973.

Freeman, Mae Blacker. Fun With Cooking. New York: Random House, 1947.

Glovach, Linda. The Little Witch's Black Magic Cookbook. New York: Prentice-Hall, 1972.

Hautzig, Esther. Coal Cooking. Lothrop Press, 1973.

Knop, Mildren O. Around America: A Cookbook for Young People. Knopf Press, 1969.

Moore, Eva. The Seabury Cookbook for Boys and Girls. New York: Seabury Press, 1969.

Paul, Aileen. Kids Cooking Complete Meals. New York: Doubleday Press, 1975.

* How to Make Elephant Bread. Kathy Mandry. RD 6534.

These 15 very easy, funny recipes for drinks and snaks include instructions for making. Monkey Business, Jungle Juice, Spooky Cream, and Elephant Bread.

Additional Ideas

COMMUNITY UNIT

Activity Level: Knowledge

Objective: The children will listen to and remember new vocabulary words.

Materials: Pictures or slides of community helpers
Pictures or slides of different kinds of communities

Description: While looking at pictures of different kinds of communities and the people who work in these communities, the children will listen to each definition and remember the terms.

Community - is a group of people who live close together and share similar interests.

Law - is a rule of a community.

Urban Area - a community in the city.

Rural Area - a community in the country.

Suburban Area - a community that is a mixture of the city and the country.

Neighborhood - is people who live near each other usually on the same street.

Community Worker or Helper - a person who works in a community.

Public Service - is work that provides help and safety for the people living in the community.

List of Community Workers:

mailman	dentist
gas station attendant	doctor
policeman	nurse
fireman	milkman
taxi driver	barber
plumber	beautician
telephone man	salesclerk
banker	librarian
teacher	park keeper
garbage man	truck driver

Fact: Community workers work in special places

Policemen - Police Department	Taxi driver - Taxi
Firemen - Fire Department	Banker - Bank
Librarian - Library	Beautician - Beauty Parlor
Park Keeper - Park	Teacher - School
Mailman - Post Office	Doctor - Hospital
Gas Station Attendant - Gas station	Barber - Barbershop

Fact: Wherever you live, you are a member of a community.

Activity Level: Knowledge

Objective: The children will listen to a story about a community or community workers and answer questions about the story.

Materials: Story (library book)

Description: The teacher will read a story about a community or community workers and then asks the children who, what, and where questions directly from the story. The children listen to the story and answer questions correctly.

Activity Level: Comprehension

Objective: Children will define the role of each community worker and make associations with each other.

Materials: Pictures of community workers (see worksheet)
Worksheet

Description: The children are given a worksheet with community helpers on one side of sheet and something associated with the worker's job along other side of sheet. The child draws a line from the worker to the item associated with the job. Then teacher asks the child what each person does. The child then gives a brief description of each job

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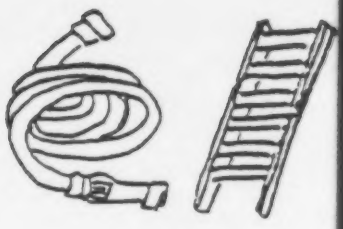
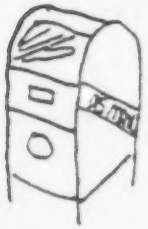
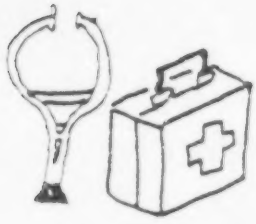
Activity Level: Comprehension

Objective: After hearing a sentence read to them about a community service, the children will tell who does that service.

Materials: Picture of community workers







Description: The teacher will read a sentence describing a service or job description of a community worker, the children will guess whose job it is by either naming the community worker or pointing to the correct picture.

Sentences:

I bring mail to your house.	Mailman
I fix your car when it is broken.	Mechanic
I help people who are lost.	Policeman
I fix the pipes in your house.	Plumber
I put a telephone in your house.	Telephone repairman
I help the doctor when you are sick.	Nurse
I teach children in school.	Teacher
I pick up garbage at your house.	Garbage man
I sell you clothes.	Salesclerk
I cut boys' hair.	Barber
I fix your teeth when they have cavities.	Dentist

Activity Level: Comprehension

Objective: The children will sequence a story about a community or community workers after the teacher has read it.

Materials: 4 to 8 part sequenced picture story on ditto
scissors - paper - glue

Description: The teacher reads a story about a community or community workers and then passes out a ditto of the story. The child will cut out the pictures and paste the picture in the correct order on the paper. Then the child tells the class or the teacher the story in his/her own words.

Activity Level: Application

Objective: The children will visit several places in their community exploring and learning about each place. They will answer questions about each place they visited when they return.

Description: The children will go on a field trip to different places where community helpers work. The teacher will point out and show the children the different equipment in each place and encourage children to ask questions of the people in each place. The children will answer questions about each place when they return to school.

Places that could be visited and questions:

Police Department - What did you see there? Do policemen always work in the station? What do policemen do there? List some jobs policemen do. Do all policemen wear uniforms? Would you like to be a policeman?

Fire Department - What is the most exciting thing you see there? Are all firemen firefighters? What is some equipment you saw? Why is the fire truck red?

Library - Have you ever seen so many books? Would you like to have all those books? What does a librarian do? Would you like to be one? Why are you asked to be quiet in a library?

Post Office - Do all mailmen work at the post office? What do they do there? What equipment did you see? Do you like stamps? Would you like to collect stamps some time?

Gas Station - What does the gas attendant do? Who works on the cars? Why do gas station attendants need tow trucks?

Bank - What does a teller do at the bank? Would you know how to count all that money? Where do they keep all that money? What does a banker do?

Activity Level: Application

Objective: The children will sequence a story about a job of a community helper that has not been already discussed.

Materials: A pictured sequence story (ditto)

Description: The children are given the pictured sequence story (from ditto) and told that these pictures show a job that this community worker does. "Can you put the pictures in the correct order?" "When you are finished, tell me about the story."

Possible sequence stories:

1. Mailman sorting out the mail and what happens to the letters then.
2. Plumber putting in a new sink in a house.
3. Fireman getting a cat down from a tree.
4. Gas station attendant changing a flat tire.
5. Policeman directing traffic and giving someone a ticket.

Activity Level: Application

Objective: The children will solve a problem situation

Materials: Props to help act out problem presented by the teacher.
Example:
Telephone
Fire extinguisher (real if possible)
Paper and pad

Description: The teacher will present a problem situation to a pair of children and ask the children to act out what they would do in such a situation. Encourage the children to use any props they want.

Examples of problem situations:

- fire in a kitchen
- power failure
- cat stuck in a tree
- a stranger calls and asks to talk to your parents and they aren't home

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Activity Level: Application

Objective: The children will name some other community services or community helpers.

Materials: Pictures of communities
Pictures of a community helper

Description: Teacher talks about our community and the helpers already covered. Then she asks children to look through pictures and try to think of new services for the community and who would do the service. Then the teacher asks such questions as:

1. What would a person do if they could not go to the library and they wanted a book? What community service could help? (Bookmobile)

2. What service is there in communities for people to worship God?

3. What community helpers are used to take care of young children?

4. Do you know any other service the school provides for the community? (Voting - adult education courses)

5. What is a service that is provided for lost or stray animals? (Humane Society)

Encourage the children to draw a picture of one of the above services.

Activity Level: Analysis

Objective: The children will make comparisons of community jobs or helpers.

Materials: Pictures of community helpers

Description: Teacher asks children how are _____ alike? and _____ different?

firemen - policemen
beautician - barber
mailman - delivery man
bus driver - taxi driver
nurse - doctor
dentist - doctor

Activity Level: Analysis

Objective: The children will draw or say what's missing on pictures of community helpers.

Materials: Draw pictures with missing parts of community workers.

Description: The teacher draws a picture of a policeman, fireman, doctor, nurse, dentist, and candy striper with a part of their equipment or uniform missing. Children are asked to tell or draw in the missing part.

fireman - (hat missing)
doctor - (tongue depresser missing)
mailman - (bag missing)
milkman - (milk and carrier missing)
policeman - (hat missing)
garbage man - (can missing)
baker - (hat missing)
truck driver - (truck missing)
(see work sheet)

Activity Level: Synthesis

Objective: The children will make a community with all the community buildings.

Materials

small cardboard boxes
milk cartons (½ pint size)
legos
large sheet of paper
crayons
finger paint (green)
paint (red - blue - brown)
toy cars, trucks people
toy street signs
strips of paper
tinker toys

Fireman

Doctor

Mailman

Policeman

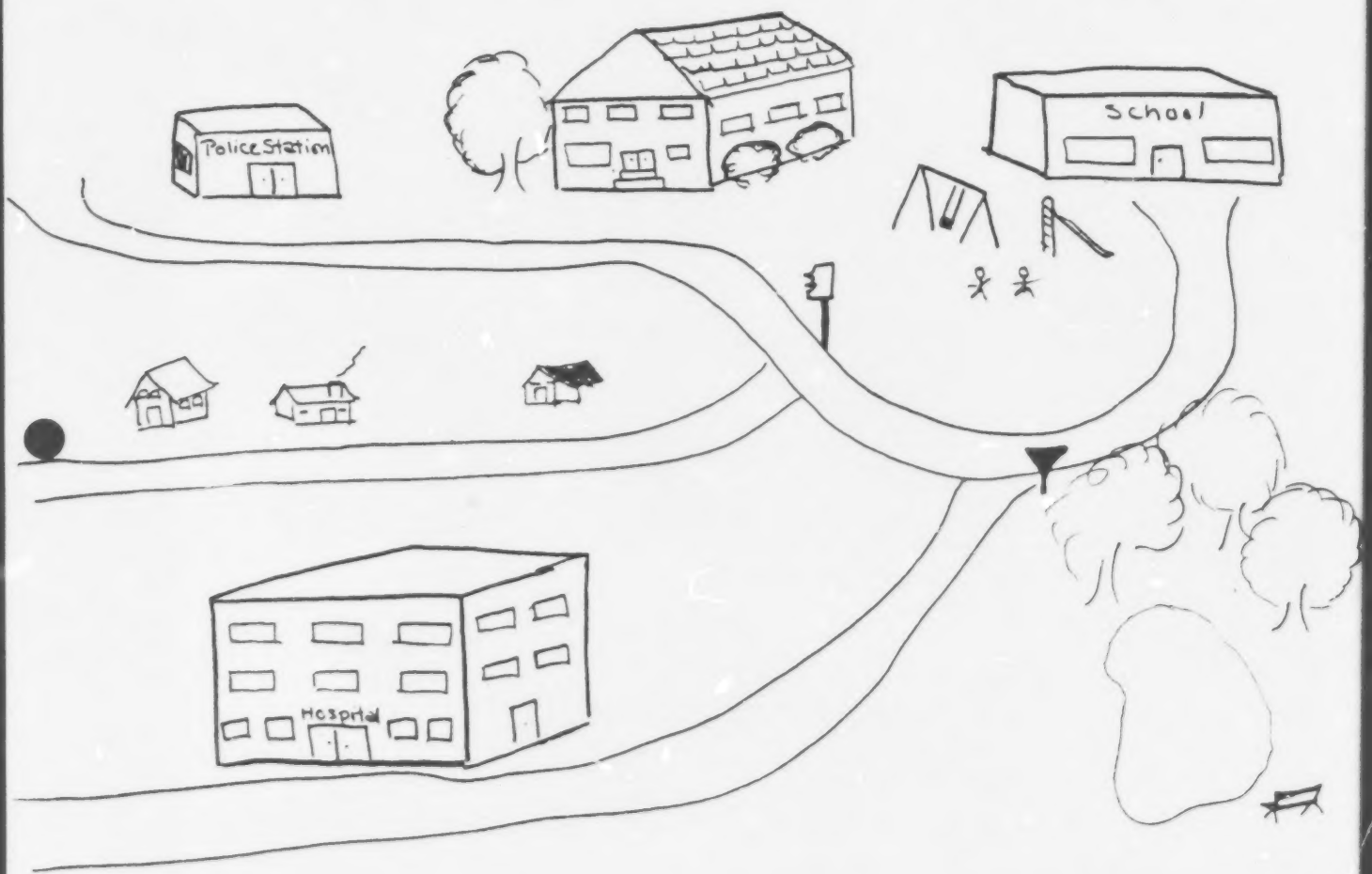
Garbageman

Baker

Truck Driver

Description: The children will decide what buildings their community needs. Then paint boxes for buildings, color milk cartons for houses, finger paint large paper for grass, lay strips of paper for streets, set up street signs, put out cars, trucks, people. Can also use legos to make buildings or houses. Tinker toys for swings.

Example of community:



Activity Level: Synthesis

Objective: The children will make up rules for their community.

Materials: paper
pencil

Description: The teacher tells the children that their community needs rules in order for people to get along and for safety in their community. Then the teacher asks if the children can think of some rules while she writes them down. Teacher could help by asking questions. Such as:

Questions:

- What would happen if no one used the streets in a safe way?
- What rules are needed for cars, for people who are walking?
- What rules do people need for safety in their neighborhoods? for their houses, pets, etc.?
- What rules do people need for libraries?
- What rules do people need for their garbage and trash?

Activity Level: Evaluation

Objective: The children will evaluate what kind of community they would like to live in and why?

Materials: pictures of the 3 kinds of communities --
urban - rural - suburban

Description: The teacher shows the children the 3 kinds of communities and reviews what each is. Then the teacher asks what kind of community each child would like to live in and why.

List advantages/disadvantages for living in the city, suburbs, farm.

Community Unit Booklist

Berger, Terry. Big Sister Little Brother.

Colorful, true-to-life pictures about a young black boy and his older sister who feels a natural obligation to take care of her baby brother. (Centered around family warmth.)

Rehher, Becky. My Mother is the Most Beautiful Woman in the World.

A child's view of beauty and mutual love. Author makes use of repetition in language by repeating title - "My Mother is...

Minaric, Else Homeline. Little Bear. Depicts mother bear's cool style and total devotion for her child. Author uses dialogue and question-answer patterns to reflect the enormous amount of inquiry and curiosity typical of the age.

Simon, Norma. All Kinds of Families.

Bennett, Rainey. The Secret Hiding Place. A story about a hippo family's concern and over protectiveness.

Snowy Day. The warmth of Peter's family.

Mama, I Wish I Was Snow. The warmth and closeness of mama in her last response.

Zindel, Paul. I Love My Mother.

Good illustrations. Warm story. Helps children deal with their feelings

Green, Mary McBurney. Everybody Eats, and Everybody has a House.

Good story. Tells about what children and animals like to eat. Talks about the homes different animals have.

Ventura, Piero. Book of Cities. This book shows cities around the world. Talks about how people work in the city and the different jobs they hold.

Talking Books: Grandfather and I. TB 3166

Story of a little boy and his grandfather and the long, long walks they take. They stop and look at everything.

Community Unit Films

"The Doctor". Encyclopedia Britannica Films. Eleven minutes.

"The Hospital". Encyclopedia Britannica Films. Thirteen minutes.

"Primary Safety: On the School Playground". Coronet Films. Eleven minutes.

"Safety After School". Coronet Films. Eleven minutes.

"The Policeman". Encyclopedia Britannica Films. Eleven minutes.

"The Fireman". Encyclopedia Britannica Films. Eleven minutes.

"Helpers Who Come to Our House". Coronet Films. Eleven Minutes.

Poem:

GROCERIES

The store around the corner
Has groceries to sell.
I go there with my mother;
I like that very well.

We look in the store windows
As we walk down the street.
We bring home many packages
Of groceries to eat.

HOME ACTIVITIES

Unit: Communities and Community Workers

Activity 1. The sounds of the community that are characteristic of certain jobs can be heard in your neighborhood and when driving or visiting other areas. When you are with your child, try to identify the sounds of such activity such as the noise of sanitation trucks and workers. You might discuss the importance of their role in keeping the community clean. Another sound that can often be heard is sirens of police cars, ambulances or fire engines. Try to determine which one is heard and discuss the reasons for such loud sirens.

Activity 2. If you know anyone or if a member of your family works in a job that serves the community at large, discuss this person's job with your child and ask that person to talk about their job with your child.

Activity 3. Play a game of acting out the jobs you have discussed or observed with your child. If your child shows an interest in a certain person's job, help to figure out what that worker does for the community and pretend with your child that you are work- at that job.

Activity 4. Help your child set up a play community using blocks and toy figures or using boxes and toys. Show how communities are usually organized with certain important services surrounded by neighborhoods of homes.

Activity 5. Visit any community service organizations such as fire stations, schools, hospitals, etc. with your child. Discuss what you will see there and afterward help your child interpret what went on.

Additional Ideas

PET UNIT

Activity Level: Knowledge

Objective: The children will increase their vocabulary by remembering new words and labeling new pictures.

Materials: Pictures of pets
Record of pet sounds (or tape recordings)

Description: While looking at pictures of pets, and labeling them with the teacher, the children will remember the name of each pet. They will also imitate the sounds each pet makes.

Definitions: Pet - is an animal that you take care of and like.
Care for Pet - making sure your pet feels good.

Rule for caring for pets: Give your pet water and good food. Some pets need to be kept clean in order to feel good.

Rule - to keep your pet well, take him to an animal doctor, who is called a veteranarian.

Facts: Fact - some pets help their owners, such as cats eat mice or dogs bark at strangers, but most pets are just to look at or play with.

Dog - useful to their owners. They hunt, guard the home, herd cattle and sheep; lead blind people; respond to sounds (like door-bell) for deaf people.

Cat - useful to their owners - they hunt mice and rats. Related to tiger, lion, leopard, jaguar.
Sharp pointed teeth and claws for eating meat and climbing.

Vocabulary of pets:

Dogs	Rabbits	Monkeys
Cats	Birds	Raccoons
Fish	Hamster/Gerbel	Skunks
Turtles		

Activity Level: Comprehension

Objective: The children will use their own words to define the terms in the unit. He/she will also label pictures of pets and classify them.

Materials: Pictures of pets and other animals

Description: The child will look at the pictures of pets and other animals. The teacher tells the child to place all the pets in one pile and other animals into another pile. While the child is doing this, the teacher will ask: What is a pet?
- How do you care for a pet?
- What you should do if your pet gets sick?
- What use are pets in the city or farm?
- Name several kinds of dogs? cats?

Activity Level: Comprehension

Objective: The children will listen to pet sounds and tell which pet makes that sound.

Materials: Record of pet sounds (pictures of pets)
or
recording of pet sounds Toy pet animals - stuffed animals

Description: The children will listen to a record with pet sounds and either pick a picture of the pet or name the pet or choose a toy pet animal.

Activity Level: Application

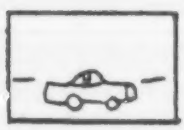
Objective: The children will go on a field trip to the pet store and classify pictures, sequence pictures and verbalize what he/she saw there.

Materials: Pictures of pets
Picture of pet store
Picture of pet food

Description: The children will tell the teacher what they did on their field trip while the teacher writes the story. The teacher will ask questions of the children to be certain the children include all the things they saw.

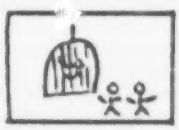
Questions: What animal did we see that swims?
What animal did we see that barks?
What animal did we see that meows?
What kind of pet food did we see?
What kind of pet houses or sleeping places did we see?

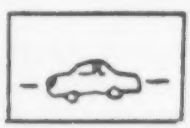
Also, the child can just sequence pictures about going to the pet store and tell a story from pictures.


Drive to store

See whole store

See fish


See birds

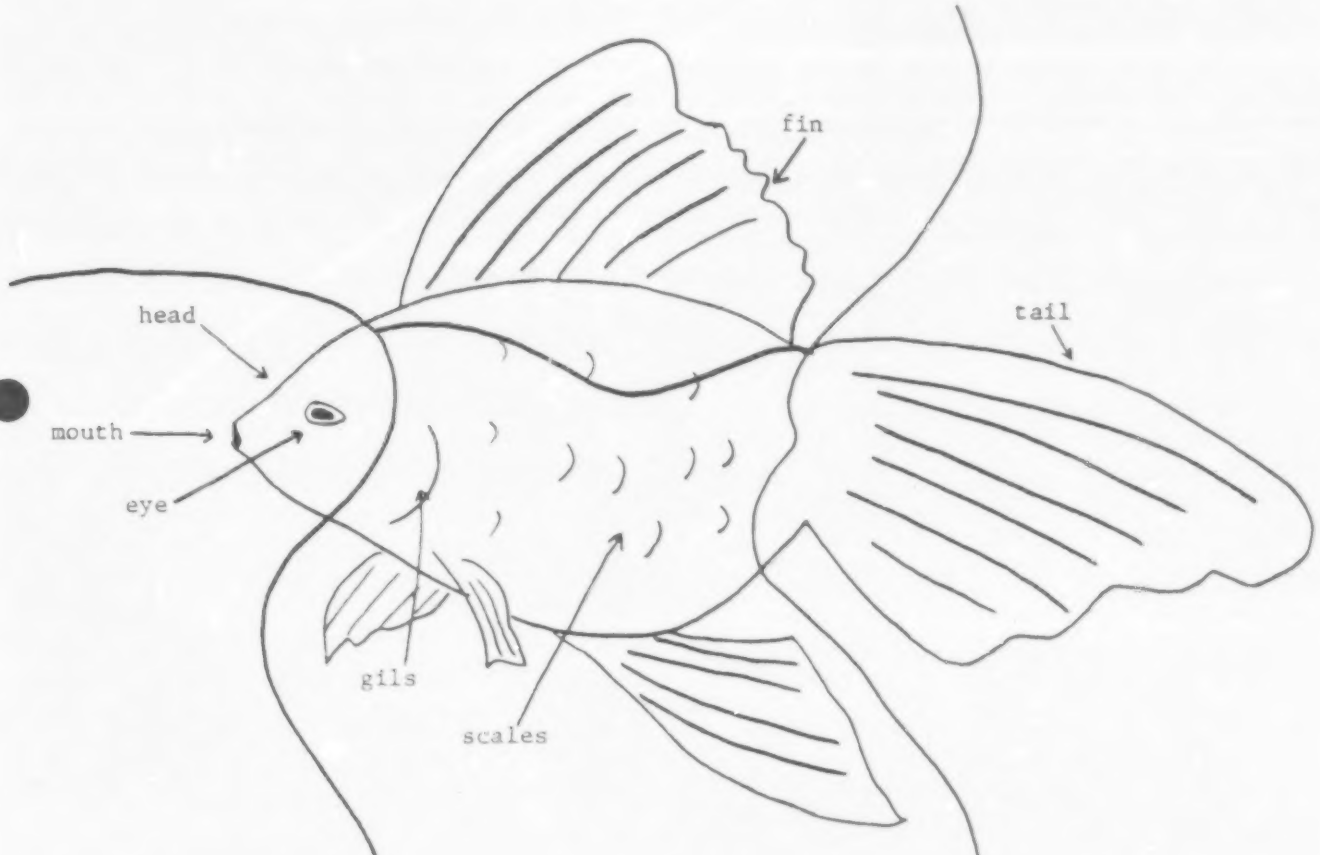

Go back to school

Activity Level: Application

Objective: The child will put together a puzzle of pets and begin to learn the parts of the pet.
Such as: (Fish: tail - body - eyes - fins)
(Dog: head - legs - eyes - nose - ears)

Materials: Commercial puzzles of pets
or
Teacher made puzzles of pets

Description: Teacher presents puzzle to child already put together. Teacher points out parts to the child and takes puzzle apart. Child puts puzzle together and names parts as he/she does so.



Activity Level: Analysis

Objective: The child will answer why questions concerning pets.

Materials: Pictures of pets
or
real pets or animals

Description: Teacher shows children a picture of pets. For each picture teacher asks,

"Why do people have cats?"etc.
"Why do people like some pets and not others?"
"Why would it not be a good idea to have a cat and a bird?"

Activity Level: Analysis

Objective: The child will tell likes or differences in pets.

Materials: Felt board pictures of pets
Pets cages or sleeping places (i.e., homes)

Description: Using felt board pieces, the child will tell or answer questions.
Why are dogs and cats alike? different?
Why are fish and birds alike? different?
Why are cats and skunks alike? different?
Why are monkeys and raccoons alike? different?
Why are turtles and fish alike? different?

Activity Level: Synthesis

Objective: The children will solve problems or concerns about their pets.

Materials: Questions about pets
Pictures of pets

Descriptions: The teacher will ask the children questions about pets. The children will try to solve the problems.

Questions: What would happen if you gave your dog fish food?
What would happen if your dog broke his leg? What would you do?
What would happen if your fish had no water?
What would happen if your bird got out of his cage?

Activity Level: Synthesis

Objective: The children will put on a play or drama about pets.

Materials: Costumes of pets (optional)

Description: The children are told by the teacher what the play's theme is. (something to do with pets.) and can help decide who is what pet. Then the children take over. The play is made up entirely by the children and their experience with pets.

Activity Level: Evaluation

Objective: The child will decide what would be the best pet for him/her and why.

Materials: Pictures of pets.

Description: Teachers ask what would be the best pet to live at your house and why, showing the child the pictures of the pets. Teacher could help child to decide because of size of pet, location of child's home, size of home and how much care the pet requires.

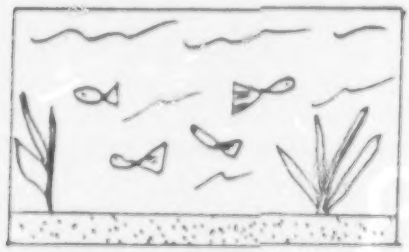
Activity Level: Art

Objective: The children will make a picture of a fish tank.

Materials:

Blue construction paper	glue
plastic wrap	stapler
orange paper (construction)	sand
Scissors	grass

Description: The teacher tells the children, they are going to make a picture of a fish tank, as if they were looking at it from the front. (take children to fish tank and show children what it looks like, if one in classroom). Then children draw and cut out fish using the orange paper. Then teacher gives child the blue paper for children to paste their fish on. Glue sand on bottom of paper for gravel. Next the children paste grass on paper to represent any plants in tank. When picture is completed, staple plastic wrap over entire picture. The plastic wrap gives the appearance of water.



Pet Unit Booklist

Bulla, Clyde Robert. Three Dollar Mule. New York: Scholastic Book Services, 1974.

Cebulash, Mel. Willie's Pet. New York: Scholastic Book Services, 1972

Donjan, Joseph. The Proud Peacock. New York: Holt, Rinehart, and Winston, 1965.

Garcia, Edward. Homer the Homely Hound. New York: Institute for Rational Living, Inc., 1974.

Jansen, Jared. Penny the Poodle. New York: Scholastic Book Services, 1972.

Kent, Jack. The Fat Cat. New York: Scholastic Book Services, 1971.

Pfloog, Jan. The Puppy Book. Golden Press, 1973.

Keats, Ezra Jack. Pssst! Doggie. Franklin Watts, Inc.

This is a very good book with few words about a cat and a dog dancing. Would be good for young children or beginning readers.

Keats, Ezra Jack. Pet Show! MacMillan Publishing Company.

This is a good story about some children in the neighborhood who decide to have a pet show and what happens.

Loty, Jane F. "We'll Have a Friend for Lunch". Published by Houghton Mifflin Company.

This is a cute story about some cats who wanted to be good hunters. They got books on birds to study them. Then they watched a bird family, but in the end they couldn't eat the birds because they liked them too much.

Talking Booklist

*Burger, Carl. All About Dogs. The history of domestic dogs. TB 4657.

*Eaton, Anne Thaxter. The Animals' Christmas. Animals in the legends, poems carols and stories about holidays. #TB 4648.

*McCoy, Joseph J. Our Captive Animals. Emphasizing the contributions zoo animals make. #RD 6082.

*Morgan, Alfred. A Pet Book for Boys and Girls. Information on the habits, behaviors, care, and treatment of many pets. #TB 4716.

*Pene Du, William. Bear Circus. Koala bears plan a gigantic bear circus. #TB 4437.

*McClintak, Mike. A Fly Went By. #TB 4783.

*Leo the Late Bloomer. Story of a tiger who can't read, write, draw, or eat neatly. #RD 6303.

*Potter, Beatrix. The Tale of Peter Rabbit. Disobedient Peter Rabbit learns almost too late why his mother warned him not to go into mean Mr. mcGregor's garden. #TB 3847.

*Sendak, Maurice. Where the Wild Things are. Story of a little boy who visits an imaginary land where the wild things are. #TB 3167.

*Hornblow, Leonara. Animals Do the Strangest Things. Information about some of the world's strangest animals. #CB 149.

*Fish Do the Strangest Things. Story about fish that fly, climb trees, and other fantastic facts. #CB 151.

*Russell, Franklin. The Honeybees. Text about the culture of the honeybee. #CB 155.

*Potter, Beatrix. Tale of Peter Rabbit and Stories by Other Authors. Twenty-two stories for children. #CB 160.

*Animal Doctors: What Do They Do? A description of veterinarians and an outline of the work they do at the zoo, in the circus, and in the space program. #TB 2382.

*I Caught a Lizard. Children catch small animals. They observe them, feed them, care for them, and then return them to freedom. #TB 2382.

HOME ACTIVITIES

Unit: Pets

Activity 1. If you or anyone in your family has a pet, talk to your child about it. Develop your child's language and sense of exploration by talking about what this pet looks and feels like. (For Example: "This puppy is small and has soft fuzzy hair that feels good to touch." or "This is a goldfish and has gills to breathe with under water.")

Activity 2. Discuss what types of animals make appropriate pets. (For example: Explain why elephants and crocodiles would not be suitable. Exploring your child's interest in pets may give you a clue on an appropriate one for your home if you are considering getting one.

Activity 3. Discuss unusual pets. Monkeys and lion cubs are a few examples. To explore what different kinds of pets there are - take your child to a pet store and see what kinds of animals are there.

Activity 4. If you have a pet, let your child assume a particular responsibility for it. For example if it's a dog, you may let him/her feed it every day or bathe it occasionally.

Activity 5. When you visit friends or relatives, see what pets they have and ask them to talk to your child about their pet. (What kind, any unusual characteristics, etc.)

Additional Ideas

CLOTHING UNIT

Activity Level: Knowledge

Objective: The children will remember a definition for clothing and classify items according to the definition.

Definition: Clothing - the cloth or fabric worn to cover your body.

Fact: Another name of clothing is garment.

Materials:

hat	table cloth	pants
socks	pot holder	dress
gloves	pillow case	t-shirt
bathing suit	towel	

Description: Define clothing for the children. Ask one of the children in the group to volunteer to name everything he's wearing today. The other children can listen and make sure nothing is forgotten.

Next, give the children the articles of clothing mentioned on the material list and common household items. Encourage the children to put all of the clothing or garments into the suitcase and leave the other remaining materials out. When the children are finished with this activity, check their classification together.

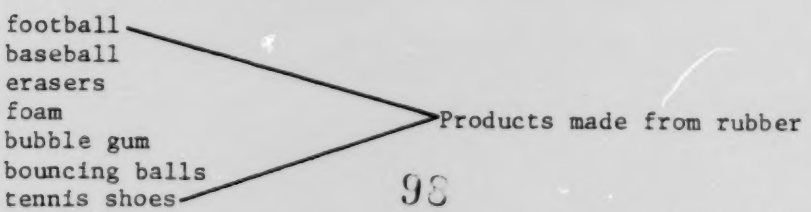
This activity will give the children a chance to demonstrate their understanding of the definition of clothing.

Activity Level: Knowledge

Objective: The children will develop an understanding of the materials used in making products.

Materials: Products made from latex. Example: rubber gloves
electric plugs
galoshes

Description: This information can be used in a learning center in the classroom. The teacher can read a pictured card to the children explaining how latex is taken from the rubber tree. The children can be encouraged to explore the materials on the table that are made from latex and to think of more things.



Facts about rubber:

A plantation worker called a tapper uses a special kind of knife to cut a hole in the bark of a rubber tree. The worker puts a small spout into the tree where the cut was made to get a liquid that looks like cow's milk. The name of the liquid is latex.

A small cup is put under the spout to catch the latex as it comes out of the spout. It takes several days to get enough latex to fill the cup.

When the tappers have collected enough latex, they put it on a truck and send it to a rubber factory where it is used to make things out of rubber. Examples: tires, shoes, etc.

Activity Level: Knowledge

Objective: The children will develop an understanding of the materials used to make what we wear, by making buttons from sea shells.

Materials: sea shells (mother-of-pearl)
buttons
needle and thread
material

Description: This information can be used to set up a learning center in the classroom. A card using pictured words is used to list the steps in making buttons. After reading the card, the children will be encouraged to sew a button onto a piece of material.

1. Find a sea shell with an inside covered with a shiny material called mother-of-pearl.
2. Punch circles out of the shell. Almost the same way you punch holes in paper.
3. Drill tiny hole in each circle for the thread to go through.
4. Grind down the rough edges and polish the circles with fine sandpaper.
5. Now the circles are called buttons. Sew them onto a piece of material.

As a follow-up activity: Find pictures of clothes that have buttons and paste them on a large sheet of oak tag to make a collage.

Activity Level: Comprehension

Objective: The child will match pictured words related to clothing unit.

Materials: a list of pictured-words
an ordering catalogue from a department store
scissors
paste, paper

Description: The teacher will give the children a list of pictured-words (cap) and ask the children to match as many as they can with pictures they find in the catalogues. (For children who are recognizing beginning sounds and words, let them match words with pictures only.)

Activity Level: Comprehension

Objective: The children will demonstrate their understanding of clothing by solving a riddle.

Description: The teacher will read the following list of riddles and the children will answer them.

1. You wear me on your head and I rhyme with map. cap
2. You put me on before you put on your shoes and I come in lots of colors from which you can choose. socks
3. I rhyme with ants. Sometimes I'm short and only come to your knees. Sometimes I am long and go all the way to your shoes. What am I? pants
4. You wear me over your ears, but I'm not a hat. I'm usually furry and rather flat. Can you guess what I am? ear muffs.

Activity Level: Application

Objective: The child will demonstrate the steps involved in dressing by sequencing clothing or pictures.

Materials: Simple pictures that illustrate the steps involved in dressing
or
specific articles of clothing that make a complete outfit.

Description: The child will demonstrate (using a complete set of clothing) the correct sequences in dressing.

Activity Level: Application

Objective: The children will find where specific articles of clothing can be purchased.

Description: The teacher will give each child the name of a specific article of clothing to locate while on the field trip.

The group will go into specialty stores, department stores, and dime stores until all of the children find their particular item.

Suggested list:

umbrella	suits	jewlry
socks	fur coat	wallets
shoes	lunch box	sport equipment
slacks		

Activity Level: Application

Objective: The children will learn that policemen's hats are different in different parts of the world, although their duties are similar.

Materials: work sheet
crayons

Description: The teacher will explain that there are policemen in every country in the world. The duties that policemen have are similar in many countries also, the children can name some duties of policemen. The teacher can label the country the hat represents.

Duties: Keep law and order
Help people who are lost; hurt
Direct traffic
Ticket speeders
Arrest criminals

The children can be given the worksheet and color the various policemen's hats.

United States

Australia

Canada

South America

England

Spain

France

Italy

Activity Level: Analysis

Objective: The child will name the appropriate person to wear certain uniforms.

Materials: Pictures of common uniforms
Chalk board

Description: The teacher will print each child's name on the chalk board. The children will be told that the teacher is going to hold up pictures of various people in uniforms. Any child knowing the name of the person wearing the uniform can raise their hand. As the child answers correctly, put a (✔) by his name.

fireman	nurse	artist	pilot
policeman	football player	skier	general
baker	mailman	diver	sailor
cowboy	farmer	astronaut	nun
doctor	basketball player	clergyman	

Activity Level: Analysis

Objective: The children will associate accessory with the correct individuals.

Materials: Mimeographed worksheet (See examples on next page.)

Description: The teacher will read sentences that give the children clues about the person that's missing an accessory. The child will draw a connecting line between the two.

Example: Can you find the man who puts out fires using a hose and wears a hat which is designed to have the water run off?

Which man makes fancy deserts and wears a floppy hat?

Who rides the camel?

Other suggestions:	nurse	race car driver
	graduate	boxer
	bull fighter	railroad conductor

Activity Level: Analysis

Objective: The children will identify the materials used to make things we wear.

Materials: Mimeographed riddle
Pencils

Description:

1. The children will be given a work sheet with articles of clothing on one side and natural products they are made from on the other to associate.
2. Children will discuss products and raw materials after listening to following poem: (See worksheet.)

Adapted from Child Craft: The How and Why Library.

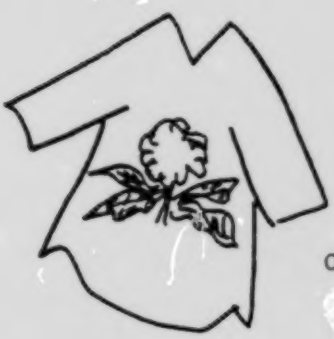
When I get up in the morning,
I put on a block of coal,
then a plant fastened with sea shells,
then a bit fo sap from a tree,
then lots of fluff from two sheep
and then two pieces of skin
that once belonged to a cow.

You probably think I look funny.
But if you could see me,
You would see my clothes
do not look funny at all.

Coal

Wool

Sap from a tree



Cotton

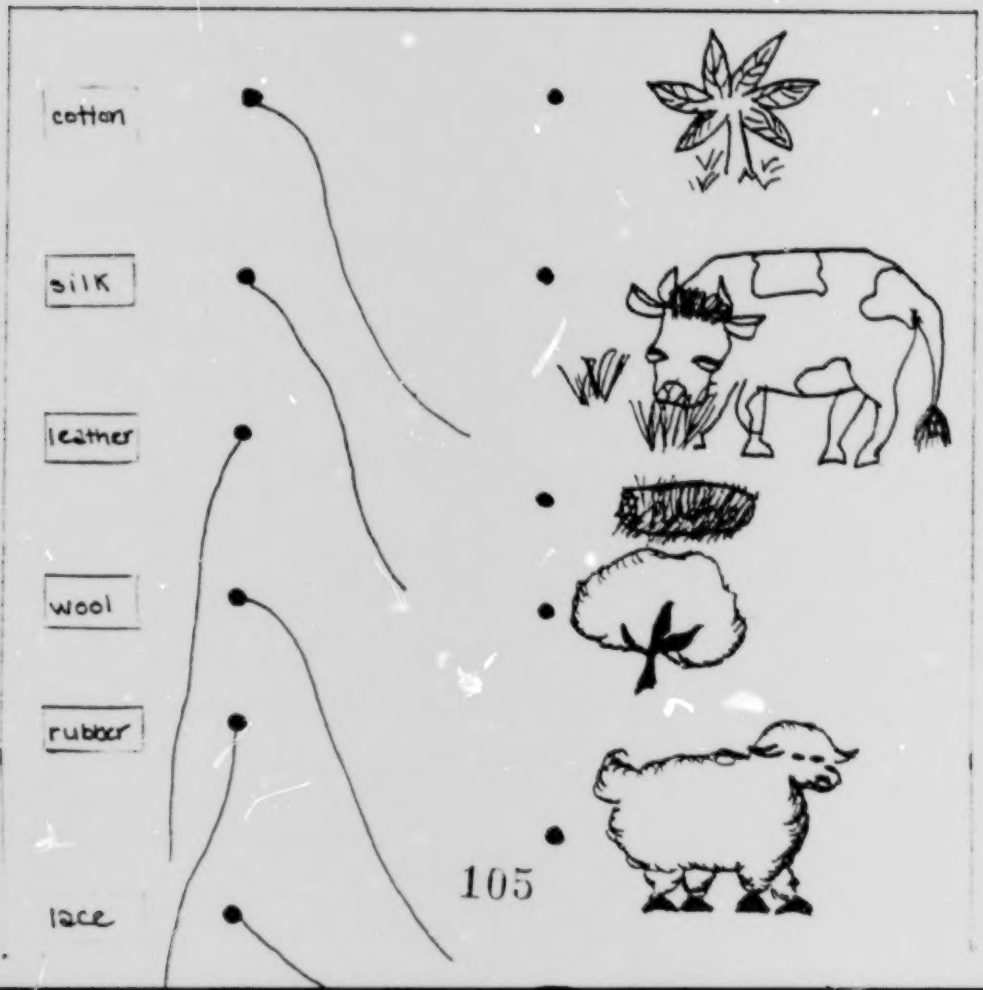
Activity Level: Analysis

Objective: The child will label fabrics or textures used in making the things we wear.

Materials:
large square of oak tag
two inch squares of material
string or yarn
hole puncher

Description: This is a small group activity. The teacher can start the activity by talking about the materials in the clothes she's wearing. The children can take turns talking about the materials in their clothes also. Using the texture chart, the children will match materials with their source.

Texture Chart



Activity Level: Synthesis

Objective: The children will plan a vacation and take the appropriate clothes.

Materials:
A suitcase
A variety of children's clothes
Pictures of vacation scenes

Example:
The beach
Snow covered mountains
Trails in the forest
Visit to a friend/relative's
House

Description: The children will pretend they are going to take a trip. The teacher will choose a picture and describe some activities the children might do during their visit. The children will then decide what kind of clothing they will need for this trip.

Activity Level: Synthesis

Objective: The children will put together articles of clothing to make a complete outfit.

Materials:
Department store catalogues
Scissors
Paper
Paste

Description: Cut the catalogues into sections of: underwear, shirts, pants, dresses, socks, shoes, hats, coats, gloves, rain wear, etc. Give each child a set of pictures from each section. Encourage the children to cut out an article of clothing from each section to make a complete outfit.

Activity Level: Evaluation

Objective: The children will select appropriate clothes for different occasions.

Materials:

paper dolls	shirt	hat	scarf	swim suits
underpants	dress	coat	raincoat	snow suit
undershirt	socks	gloves	jacket	
pants	shoes	boots	sweater	

Description: The teacher will give the children or a pair of children, a paper doll and tell them to dress the doll for different occasions.

Example:

rainy day	play in the snow	school
swimming	go to a party	play in a recital

Activity Level: Evaluation

Objective: The children will give their standards on dressing causally and formally.

Materials: Clothes from the dress-up corner:

a tie	sweat shirt	swimming suit
sneakers	top hat	
an evening gown	man's suit coat	

Description: Start the activity by asking the children if anyone in the group looks very dressed up to them. Ask them if they would wear what they have on now to a friend's birthday party or to a very special party like a wedding.

Hold up each article of clothing and ask the children if they would feel casual or formal wearing each article. Encourage the children to explain their feelings.

CLOTHING UNIT BOOK LIST

Anderson, Hans Christian. The Emperors New Clothes. New York: Scholastic Book Services, 1973.

de Paola, Tomie. Charlie Needs A Cloak.

A simple story about a sheep herder who needs a new cloak. It is well written. The book teaches the process of how wool comes from sheep.

Tresselt, Alvin. The Mitten.

A story about a little boy who loses a mitten in the woods. The animals find it and use it as a home. It is an amusing story, but somewhat wordy for very young children.

Keats, Ezra Jack. The Snowy Day.

A simple story about a little boy who goes out to play in the snow. It is a delightful story that young children enjoy.

Hewett, Anita. Mrs. Mopple's Washing Line.

A story about a woman doing her wash and hanging it out to dry. The clothes fly off the line and land on the animals. It is a well written story.

Chapman, Kim Westsmith. The Magic Hat. Lollipop Ierver, Chapel Hill, N. C., 1973.

Ludgwig Bemelmers. Madeline and the Bad Hat. Viking Press, New York, 1956.

HOME ACTIVITIES

Unit: Clothing

Activity 1. Help your child recognize the many materials from which clothes are made such as rubber boots, gloves, plastic - umbrellas, raincoats, pocketbooks; leather - shoes, belts, billfolds; metal - belts, jewelry; fabric - shirts, pants, dresses; nylon - hose, socks, underwear. The visually impaired or blind child can identify differences by touch.

Activity 2. Compare textures and content of fabrics with the child such as silk, satin, cotton, wool, and synthetic fabrics. The various textures and weaves may be noted. Talk with the child about the source of materials and the manufacturing process or hand process that is required to turn them into fabrics. It would be interesting to locate pictures or real spinning wheel and loom for child to see in order to better understand the process. If you live near a textile plant or clothing factory, this would make an interesting field trip.

Visually impaired or blind children may be taught to match colors by textured materials sewn in socks or in neck of garment.

Activity 3. Discuss with your child the way clothes are made or acquired. You can do some cross cultural comparisons such as Indian or Eskimo preparation of skins for mocassins or clothing. Discuss with child the materials needed to make clothes at home such as needles, thread, pins, thimble, pattern, zipper, buttons, tape measure and sewing machine. If factory made garments are purchased, the child can learn about the appropriate stores in which garments can be found. If possible, help child make a simple garment for doll or stuffed animal.

Activity 4. Inform your child about clothing styles and how these relate to their function. Activities require certain types of clothes, i.e., bathing suits, tennis clothes, snowsuit, work clothes, dress clothes. You can make a guessing game about appropriate clothes for certain occasions.

Weather also requires certain kinds of clothes. The time of day also affects temperature and can be noted, i.e., "Bring your sweater on the picnic...it gets cool in the evening."

Activity 5. Encourage your child to consider the need for care of clothing. Hanging up clothes, washing or dry cleaning, use of napkins at mealtime, use of aprons in cooking or smock for art, raincoat when in wet weather, play clothes for outdoor play, can all be taught young children as a means of clothing care.

Additional Ideas

BIRD UNIT

Activity Level: Knowledge

Objective: The children will remember interesting facts about birds.

Materials: Clear pictures or simple sketches of birds that are numbered consecutively to follow a tape.

Tape recorder with tape stating specific facts about certain birds.

Description: This activity can be set up in a learning center where the child can get the information independently.
The child can listen to the tape recorded facts about birds while viewing the picture.
For variety the pictures can be mixed up and the child must pick the bird being discussed.

Facts: 1. Parrot The largest member of this bird family is called the Blue and Gold Macaw. The parrot usually lives in groups called flocks. Seeds, fruit, and nuts are the common foods of this bird. The beaks of some parrots are so strong that they can crack shelled nuts, like Brazil nuts. Parrots sometimes live to be 60 years old.

2. Owl - Most owls sleep all day and are awake all night. Animals, like the owl, that sleep all day and are awake at night are called nocturnal. The owl doesn't see as well as most birds because his eyes are on the front of his head instead of on the sides. The owl makes up for his poor eye sight with his hearing. Owls have excellent hearing. The owl is one of the few birds that is completely silent when flying. This makes it easy for the owl to catch his prey (food).

3. Ostrich - This is the largest living bird. The ostrich can grow as tall as 8 feet and weigh up to 300 lbs. Each foot of the ostrich has only two toes. The larger toe has a very strong claw and makes the kick of this bird very dangerous.

4. Hummingbird - The smallest bird in the world is the hummingbird. From his beak to his tail the hummingbird is two inches long. The tail of this bird is made up of many different bright colors.

5. Eagle - The eagle is our national bird, he represents our country. Eagles always build their nest in a high place like the top of a tree or on rocks. They eat rodents like rats, rabbits, and snakes. They have sharp claws or Talons on their toes to catch and hold their prey.

Birds eat gravel because they don't have teeth to grind their food. The gravel goes to their gizzard (which is like a stomach) and so does the food. It is ground up in the gizzard until the food is all mashed up.

Activity Level: Knowledge

Objective: Children will remember common facts about birds.

Description: The teacher will listen to the information the children have/know about birds and record it on the blackboard or in a scrap book.

Suggested facts: A baby bird is hatched from an egg
Another name for feather is plumage
Birds have two layers of feathers: an outer layer that protects the bird from getting wet; and an inner layer called down used to insulate them.
The smallest bird is a hummingbird at two inches.
The largest bird is an ostrich between 6½ to 7 feet tall and weighing over 300 lbs.

Activity Level: Knowledge

Objective: Students will increase vocabulary by defining new words for the unit on birds.

Materials: Classroom scrap book
Pictures of birds
Paste

Description: the class will record in the scrap book words they will use in studying birds.

Suggested Vocabulary List:

Birds: A group of animals having wings to fly with and whose body is covered with feathers.

Nest: The place birds are born and cared for, the home of young birds; made from grass and twigs

Beak: The mouth of a bird.

Migration: Birds move from the north to the south in the fall to be in a warmer climate and have enough food in the winter.

List of Common Birds:

cardinal	eagle	Canary
robin	sea gull	blue jay
ostrich	penguin	
hummingbird	parakeet	

Activity Level: Comprehension

Objective: Children will distinguish and label birds from other animals.

Materials: A scene of animals and birds/ a picture from a magazine, periodical or a teacher prepared picture containing several birds and other animals.

Description: The child is given the work sheet and asked to find all the birds in the picture and draw a circle around them. Once circled the child can distinguish what kind of bird it is by matching the circled bird to a resource book of birds.

My Everything Practice Book by Alfred Di Nola & Granine Di Nola contains many simple drawings of birds and animals and can be used to make good work sheets/ aid the teacher in drawing the scene.

Activity Level: Comprehension

Objective: The child will listen to a sentence describing characteristics unique to a particular bird and choose the correct bird from a group of pictures.

Materials: A list of the birds being studied in the unit with a brief description of the physical characteristics of each bird.
A picture of each bird being studied.
A bell.

Description: Two - four pictures of birds are placed in the children's view. The teacher reads a sentence describing the physical appearance of the bird or a unique feature of the bird.
The child who knows the answer can ring a bell, bang a gong, or light a battery operated device to show he knows the response.

Activity Level: Application

Objective: The child will apply new information about the robin to classify pictures. The child will define "preditors".

Materials: Two small boxes; one with a picture of a bird pecking food
one with a picture of a bird flying away
Pictures of preditors of the robin and food the robin eats.

Description: The child will put the pictures of the food robins eat into the box with the appropriate picture and the preditors of the robin into the appropriate box.

List of bird foods:

		Preditors:
worm	insects	cats
seeds	berries	fox
fish	suet	men
peanut butter		snakes

Activity Level: Application

Objective: The children will increase their sight word vocabulary by matching the name of a bird to the picture of a bird.

Materials:
1. oak tag 12" x 24"
2. envelopes cut in half - just big enough to hold a 3x5 index card
3. pictures of specific birds from magazines or ditto
4. 3x5 index cards with the names of specific birds on each card

Description: Paste 6 - 10 envelopes onto the oak tag. Using a paper clip, fasten the picture and the name of a bird on the outside of the envelope Give the child a set of 3x5 cards with the name of a bird printed on each card. The child puts the 3x5 card into the envelope with the correct pictured word on the outside.

To make the activity more challenging, have the child match the word on the index card to the picture of the bird.

Activity Level: Application

Objective: The children will demonstrate an understanding of what various birds eat.

Materials: A work sheet with 5 - 6 pictures of birds in one column, and foods that various birds eat pictured in the second column.
Crayon

Description: The child will identify each pictured bird and draw a line to the picture of the food each bird prefers.

Activity Level: Analysis

Objective: Children will summarize the different types of food birds eat according to the differences in their mouth, wings, feet.

Materials: A work sheet/ditto with 4 different birds pictured on one column. A second column will show 4 different foods birds eat.
Ex: Seeds growing in a field; worm; fish; bird feeder.

Description: A small group of children can work together with this task. The beaks, wings, and feet of each bird can be discussed. The habitat of each bird might be discussed also. After discussing each pictured bird the children will draw a line from each bird to the most appropriate food. This is done independent of the other children. Regroup and compare answers to the key.

Activity Level: Analysis

Objective: The child will demonstrate an understanding of the body of a bird.

Materials:
1. a mimeographed worksheet
2. scissors
3. paste and oaktage (posterboard)

Description: The child is given a worksheet on which various parts of a bird were drawn. The parts are not connected.

The child should cut each piece out and arrange them on a piece of oaktage in such a way that a complete bird is made. The child can paste the bird to the oaktage after the teacher has checked the order.

Activity Level: Analysis

Objective: The children will learn to label different bird calls.

Materials:
1. a tape recording or record of common bird calls
   a. tape the sounds of birds at an aviary.
   b. special order the record through a school supply company or a local record bar.
2. pictures of birds to match sound

Description: Play each bird call and tell the children which bird makes that call. Show them a picture of the bird at the same time.
Talk about the similarities and differences between the various bird sounds. Note pitch, frequency, and patterns in the calls.
Play the record a second time telling the children to label the calls.

Follow-up: Put a tape recorder outside the classroom and try to record bird calls.

Activity Level: Synthesis

Objective: To develop a play where they will employ as many facts about birds as they can.

Materials:
1. Topic for play: A young child is unhappy because no one will answer his question "where's the best place in the world to live?" The child sets out and asks several different birds to describe the best place to live. Each bird reveals something about it's life style. Finally the child visits the wise owl who tells him the best place to live is your own home.
2. Nest made from a box covered and shaped with paper mache"
3. Hard boiled eggs (to put in nest.)

4. Costumes--cut holes for the head and arms, draw the body of the specific birds
   --cut a pattern for a beak and stuff it with newspaper, stapel it together
   --long thin strips of newspaper fastened close to the child's arm make good wings.

Activity Level: Synthesis

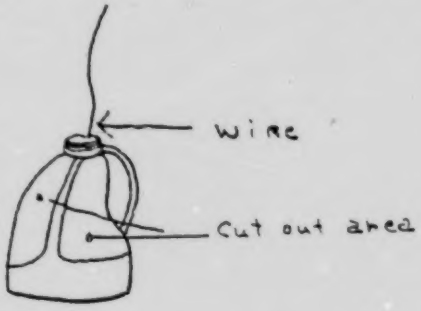
Objective: To figure out a way to make a bird feeder out of a plastic milk carton.

Materials:
1. one half gallon plastic milk carton
2. scissors
3. string
4. bird seeds (sunflower seeds)
5. pictures of various bird feeders from magazines

Description: Have the materials for making the feeder on a table in the classroom. Discuss with the children how the pictured feeders are built to accomodate birds. Ask the children how a plastic milk container can be adapted to make a feeder.

Steps to making feeder:

1. Cut large holes in the side of the carton. Make them big enough for the bird to rest on the carton and reach the seeds.



2. Punch a hole in the lid of the carton, slide a piece of strong string or wire through the hole. Hang the feeder.
3. Put sunflower seeds or some type of bird seeds in the base of the feeder.
4. Keep a record of the different birds seen at the feeder.

Activity Level: Evaluation

Objective: The child will decide which birds make good pets.

Materials: pictures of various birds

Description: A small group of children will group together and look at various pictures of birds. Each child will take a picture of a kind and tell the group if their particular picture would make a good pet.

Possible List:

Cardinal	Eagle	Humming bird
Parakeet	Canary	
Ostrich	Sea Gull	

Activity Level: Art

Objective: The children will make costumes representing various birds.

Materials:
large brown paper grocery bags
magic markers
scissors

Description: Help children cut a large hole in the top of the bag for their head and a hole for each arm. They can use these to represent various birds by coloring the bodies on the front of the bags.

Poem: "Once I Saw a Little Bird"

Once I saw a little bird
go hop, hop, hop,
So I said, "Little bird,
will you stop, stop, stop?"

And was going to the window
to say, "How do you do?"
But he shook his little tail,
And away he flew.

Activity Level: Art

Objective: The children will make a bird mobile

Materials:

toilet paper rolls	construction paper
paint (tempera)	scissors
string or yarn	glue
clothes hangers	

Description: The teacher puts out the above material and tells the children they are going to make birds to hang on a bird mobile with these materials. Children have to decide how to make the birds, what parts a bird has on it's body and what kind of a bird they are going to make. The children make their individual birds, then hang the birds from the clothes hanger. Depending on the number of children, for the number of mobiles you will have. (5 per mobile).

BIRD UNIT BOOK LIST

Austin, Elizabeth S. and Oliver L. The Random House Book of Birds. Random House: New York, 1970.

Excellent illustrations of birds. The book is actually an encyclopedia of birds around the world. It is written clearly and makes an excellent reference book for teachers. Primary grade level.

Christie, David. Birds. Hamlyn Publishing Group Limited: New York, 1972.

This book has black and white and color photographs of the more unusual birds. It discusses the great variety found in birds like size, color, habits, nesting, and songs. Reference book.

Eberle, Irmengarde. Robins on the Window Sill. Thomas Y. Crowell Co., New York, 1958.

This book is written in story form. The setting is springtime and the robins are preparing to build a nest. The book is very factual. It describes the role of both the male and female robin in the nest-int, rearing young process. Excellent photographs are used to show the sequence of building the nest, caring for and feeding the young, the young birds becoming independent. It is a (42 page) rather long story and might be broken down over 2 - 3 days.

Garelick, May. About Owls. Four Winds Press: New York, 1975.

The book covers the general life style, characteristics, and habits of three kinds of owls. The Elf owl (smallest), Barn Owl (middle size), and the Great Horned Owl (largest) are considered in this book.

Scott, Jack D. That Wonderful Pelican. G. P. Putnam & Sons, New York, 1975.

This book contains photographs of the life cycle of the pelican. Topics included are: mating, courtship habits, unique aspects about the bird like, unusual flying skills.

Gans, Roma. Birds Eat and Eat and Eat. Thomas Y. Crowell Company: New York, 1963.

Interesting facts about birds eating habits

FILMS-BIRDS

Coronet Films:
- An Alphabet of Birds
- Birds and Their Characteristics
- Birds and Their Homes
- Birds in Winter
- Birds: How do we Identify Them?
- Birds That Migrate
- Five Colorful Birds
- How Birds Help Us
- Mr. and Mrs. Robin Family

Encyclopedia Britannica Films:

Bird Homes
Birds are Interesting
Birds in Winter
Corky the Crow
Life Story of the Humming Bird
Looking at Birds
Robin Redbreast

HOME ACTIVITIES

Unit: Birds

Activity 1. Look for birds in your yard or while driving in the car with your child. Point them out and talk about the colors and other characteristics of that particular bird. Tell your child the name of the bird and any other information you have about it.

Activity 2. Listen for birds sounds outside with your child. If you know the name of the bird making the sounds, tell your child and try to translate the bird sounds into a little hum or song that the child can repeat so that it can be recognized as the characteristic song of that bird.

Activity 3. Talk with your child about the foods that birds eat. If there are any bushes in your yard that have berries that birds eat, point these out and discuss how people can make food available for birds. Make a feeder if you don't already have one. If you have a feeder, try something new in it. You can mix up bird pudding. This is just corn meal mixed with bacon or other drippings to form a thick paste. You can add a small amount of peanut butter also.

Additional Ideas

CIRCUS UNIT

Activity Level: Knowledge

Objective: The children will define the circus and words associated with the circus.

Materials: Pictures of the circus

Description: The teacher will tell the children about the circus while showing the children the pictures. The teacher will tell the children the definitions and children will repeat them. Not all definitions should be given the first day of the unit, but as each item is introduced, define it and encourage the children to repeat definition.

Circus words and definitions:

Circus: is a large show, usually under a tent, where people and animals perform tricks.

Tent: is a shelter that is usually made of canvas and is held up by poles. It is useful for the circus because it can be put up and taken down quickly.

Circus Train: is the train that takes the circus from one city to the next.

Ring Master: is the Master of Ceremonies. This person usually wears a top hat and a tuxedo and tells the audience about each performance.

Clown: is a person dressed in a funny costume with a painted face. A clown does funny tricks to make people laugh.

Tight Rope Walker: is the person who walks and does tricks on a rope high in the air.

Trapeze Artist: is a person who does tricks on a swing (trapeze) high in the air.

Juggler: is a person who throws and catches objects in the air. He/she always has one object in each hand while the others are in the air.

Animal Trainer: is a person who teaches the animals tricks and makes them perform the tricks.

Activity Level: Knowledge

Objective: The children will learn the names of animals associated with the circus.

Materials: Pictures of circus animals

Description: The teacher will put the pictures of the animals in a box and the children will take turns pulling out the pictures and naming them.

Animals associated with the circus

lions	ponies	camels
tigers	dogs	horses
bears	elephants	monkeys

Activity Level: Knowledge

Objective: The children will learn the names of food associated with the circus.

Materials: Pictures of food or real food.

Description: The teacher will show pictures of the food (or the real food) and name each. The children will name the food after the teacher. If real food is used, each child could taste the different foods.

Names of food:

Cotton candy	ice cream	hot dogs
popcorn	peanuts	
candy	sodas	

Explain to the children that when you are at the circus, that people come to sell this food at your seat.

Activity Level: Comprehension

Objective: The children will choose a picture of something or someone in the circus, after hearing a sentence read to them.

Materials: Circus pictures

sentences

Description: The teacher will read a sentence to the children and ask the children to pick the picture that the sentence describes. The children could also name the performer the teacher is describing in the sentences.

Sentences:

1. This is where a circus is usually performed. It can be put up and taken down easily. (TENT)
2. This circus animal has a long trunk and floppy ears. The animal is very helpful to the circus. (ELEPHANT)
3. This person does tricks high up on a swing. (TRAPEZE ARTIST)
4. This person throws and catches several objects. (JUGGLER)
5. This is something that takes the circus from city to city. (CIRCUS TRAIN)
6. This is a persor who walks on a rope high up in the air. (TIGHT ROPE WALKER)

Activity Level: Comprehension

Objective: The children will define and label pictures/words of the circus in their own words.

Materials: pictures of the circus
pictures of circus animals
pictures of circus performers

Description: The teacher will show the children pictures and asks what each is. The children tell the teacher in their own words what each is and define circus words.

Activity Level: Comprehension

Objective: The children will sequence pictures and tell a story about the circus after hearing the story.

Materials: 4 to 8 part pictured sequence story.

Description: The teacher will tell a story about the circus using pictures. Then the children resequence the pictures and tell the story in their own words.

Example

Once there was a clown who could not find his hat.

He looked everywhere for it. ....In his closet.

In his chest of drawers.

Why could'nt the clown find his hat?

Answer:

Someone was using it for a boat!

Activity Level: Comprehension

Objective: The children will complete a sentence read to them.

Materials: Sentences

Description: The teacher reads sentences to the children and asks them to fill in the last word.

Such as:

A clown is a circus performer, so is a _____.

An elephant is a circus animal so is a _____.

Cotton candy is one kind of food you get at the circus, so is_____.

A tight rope walker performs high in the air so does a _____.

Activity Level: Comprehension

Objective: The children will describe action in a picture about the circus.

Materials: pictures of the circus (program of the circus)
Paper
Magic Marker

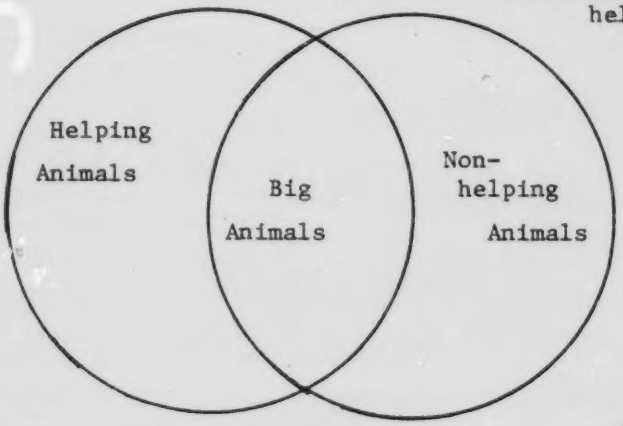
Description: The teacher shows the children a picture of the circus, then asks them to tell her/him about the picture. The teacher writes down what the children said and reads it back to them.

Activity Level: Application

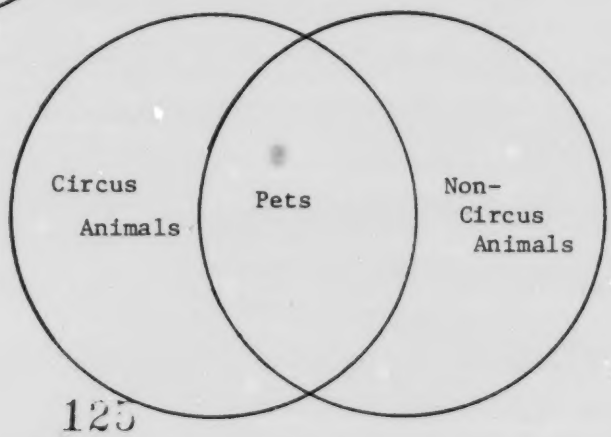
Objective: The children will classify circus animals into new or different groups.

Materials: Plastic models of circus animals or pictures of circus animals
pictures of pets or model of pets
pictures of other animals or models of other animals

Description: The teacher gives the child 2 overlapping large circles and tells the child to put all helping animals in one circle all the non-helping in another and all the big animals in the middle. Children have to decide which animals are helping or non-helping and then which are big. (big animals can be either helping or non-helping.)



Another way to classify:



Activity Level: Application

Objective: The children will sequence a pictured story without having heard the story.

Materials: 4 to 8 part pictured sequence story about the circus

Description: The children are given a pictured story about the circus. The teacher asks the children to place the pictures in the correct order of events. Then the children tell the story to the class or the teacher.

Ideas for stories:

1. Circus train coming to town and setting up.
2. The circus performers helping set up the tent.
3. Trapeze artists performing.
4. Clown performing.
5. Ring Master announcing the acts.
6. Happy people leaving the tent after the performance.

Activity Level: Application

Objective: The children will take a field trip to the circus.

Materials: none

Description: The children will go to the circus and see all the performers, animals, etc. (Parents could help with this or a bus could be taken.) When the children return to school, an experience story could be written with each child telling something he or she saw. Or a large mural could be painted or drawn with each child contributing to it.

Activity Level: Application

Objective: The children will solve new problems about the circus.

Description: The teacher presents a problem to the children about the circus, while showing them a picture. The teacher asks the children what to do about the problem.

Some problems might be:

What could the people at the circus do if they did not have a tent?

What could the trapeze artist do if his or her swing broke?

What would the circus people do if the tent was too small for the people to fit?

What would the circus people do if they did not have a train to take them from one city to another?

Activity Level: Analysis

Objective: The children will put together a puzzle without having seen the whole puzzle.

Materials: commercial circus puzzles
or
teacher made puzzles

Description: The teacher presents a broken apart puzzle to the child. Then tells the child, this is a puzzle of a (clown), remember all the parts of the (clown) and put the puzzle together.

Activity Level: Analysis

Objective: The children will tell the differences and similarities of the circus and the zoo.

Materials: pictures of the zoo
pictures of the circus

Description: The teacher shows the children pictures of the zoo and the circus. Then asks the children to name how they are alike and then how they are different.

This could also be used with similarities with just the circus animals and the zoo animals.

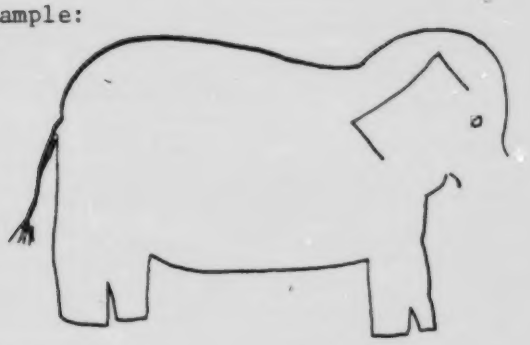
Activity Level: Analysis

Objective: When shown a picture of the circus, circus performers or circus animals with a part missing, the children will label or draw the missing part.

Materials: pictures of circus animals with missing parts
pictures of circus performers with missing parts

Description: The children are given the pictures and told that each picture has a missing part. Then the children are told to draw in the missing part.

Example:



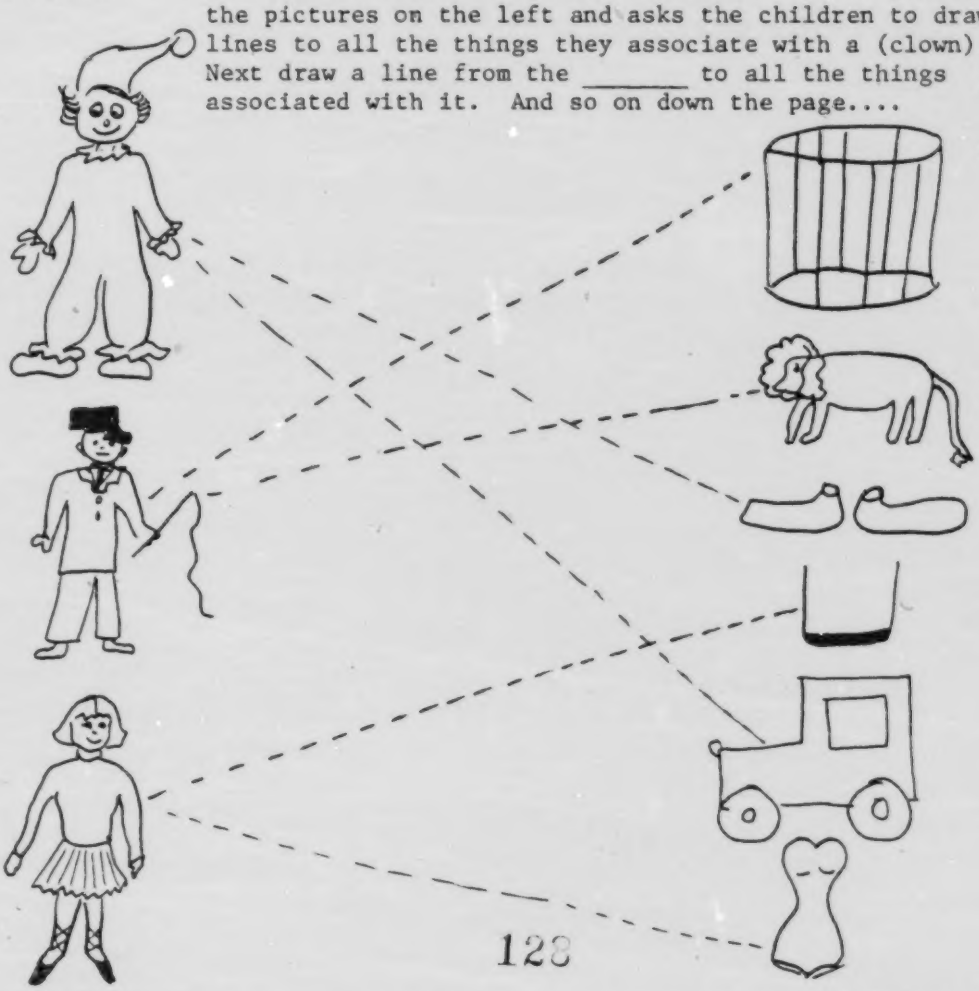
Elephant with trunk missing

Activity Level: Analysis

Objective: The children will make associations with circus animals or performers.

Materials: worksheet with pictures

Description: The teacher shows the children a worksheet and points to the pictures on the left and asks the children to draw lines to all the things they associate with a (clown). Next draw a line from the _____ to all the things associated with it. And so on down the page....



Activity Level: Analysis

Objective: The children will answer why questions about the circus.

Materials: questions
pictures

Description: The teacher shows the children pictures of the circus and asks them why questions. The children answer the questions in their own words.

Questions:

1. Why do most circus' have clowns?
2. Why do most circus' have elephants?
3. Why do circus' use tents?
4. Why does a circus need a ring master?
5. Why do trapeze artists' use nets under them?
6. Why do some circus' go from town to town in a train?
7. Why do some circus' have 3 rings and some only 1?
8. Why do people go to the circus?

Activity Level: Synthesis

Objective: The children will tell a personal experience about their visit to the circus.

Materials: Paper and pencil

Description: The teacher asks how many children have been to the circus? Then she asks each child to tell one experience or one thing they saw at the circus. The children usually then tell in their own words about their experience. Encourage the children to draw something that happened to them while they were at the circus.

Activity Level: Synthesis

Objective: The children will plan and perform in a circus play.

Materials: Could use props such as:
costumes
large circle for ring
rope for highwire
swing for trapeze

Description: The teacher tells the children they are going to put on a circus play and asks them what kind they want, what performers they want to be, if they want to be animals, etc. Then they decide what props will be needed, if any. Then the children perform the play. It could be done for their parents or just for themselves.

Activity Level: Synthesis

Objective: The children will tell a story after the teacher has begun the story.

Materials: Story beginnings

Description: The children sit in a circle. The teacher tells the children that she/he will start a story about the circus then each child around the circle will tell one line about the story until the last line (last child) finishes the story.

Story beginnings:

1. Once a lion escaped from the circus....
2. Once there was a very daring young man on the flying trapeze....
3. Once there was a very funny clown who....
4. Once there was a little girl who wanted to be a trapeze artist....
5. Once there was a little boy who ran away from home to join the circus....

Activity Level: Synthesis

Objective: The children will introduce a new circus performer to the circus and do the tricks of the performer.

Materials: Costume (if wanted)

Description: Each child is told to think of a new circus performer and then in front of the class, tell what he/she is and perform their act.

Activity Level: Synthesis

Objective: The children will make clown puppets out of paper bags.

Materials: lunch size paper bags
paper eyes, nose, mouth
white chalk (white to color clowns face)
Triangle out of paper (for hat)

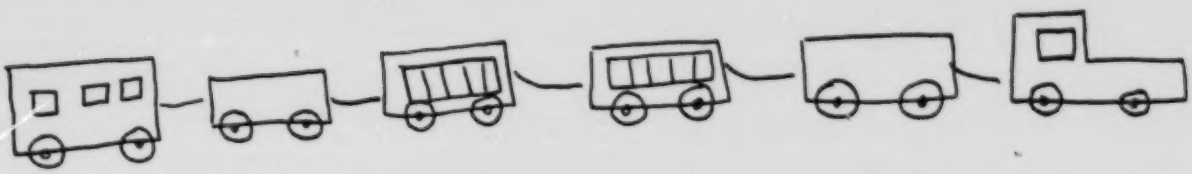
Description: The teacher tells the children they are going to make puppet clowns out of the above materials. The children each figure out how they want their puppet to look.

Activity Level: Synthesis

Objective: The children will make a small circus train.

Materials:
milk cartons or small boxes
crayons or magic markers
yarn
hole punch
brass paper fasteners
card board circles

Description: The teacher tells the children they are going to make a circus train out of the above materials. With some help or suggestions, the children put together the train. Each child makes 1 car on the train.



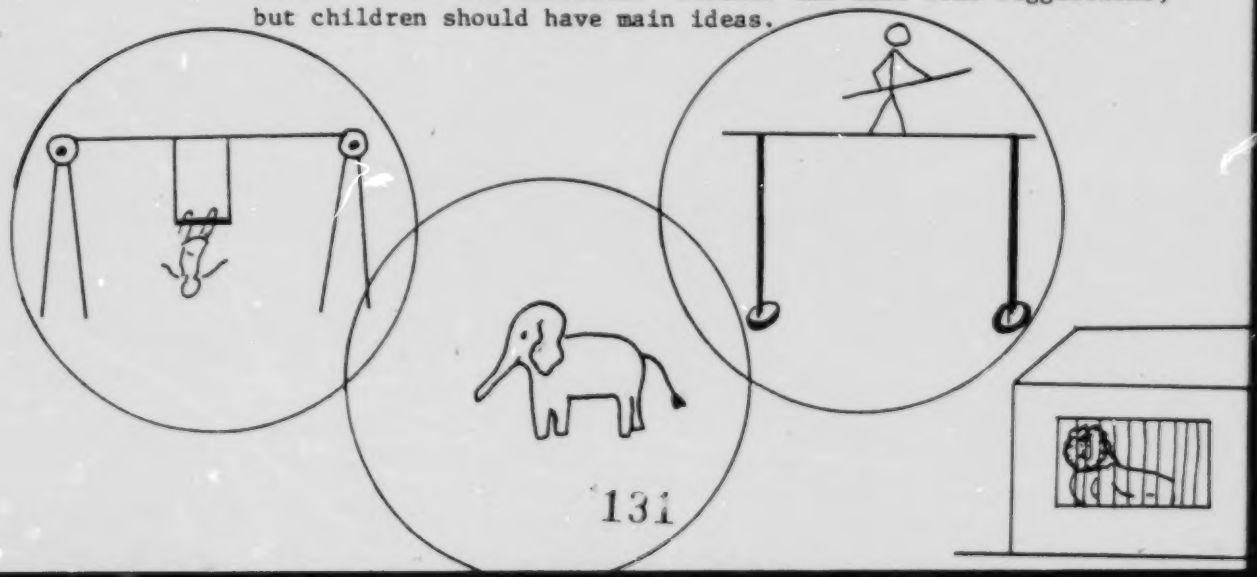
Activity Level: Synthesis

Objective: The children will build a small scale circus.

Materials:

tinker toys	3 large circles	tape
string or yarn	toy animals	
pipe cleaners	card board box	

Description: The teacher presents the above materials to the children and tells them to think about what or how they can make a small circus out of the material. Teacher can make some suggestions, but children should have main ideas.



Activity Level: Evaluation

Objective: The children will tell what they like best about the circus and why.

Materials: picutres of the circus

Description: The teacher asks each child what they like best about the circus and why. The children can look through pictures and decide which they like best and tell why.

Circus Unit Booklist

Gregory, Jo. The Little Clown. Cincinnati: McCormick Mathers Publishing Company, 1970.

Singer, Susan. Kenny's Monkey. New York: Scholastic Book Service, 1973.

Phelon, Mary Kay. The Circus. New York: Holt Rinehart and Winston, 1963.

Powledge, Fred. Born on the Circus. New York: Harcourt Brace Jovanovich, 1976.

McGovern, Ann. If You Lived With the Circus. New York: Four Winds Press, 1972.

Cooper, Courtney Ryley. Lions 'n' Tigers 'n' Everything. Boston, Little, Brown, and Company, 1936.

Ed. American Heritage Press. Great Days of the Circus. New York: Harper and Row, 1962.

Petersham, Maud. The Circus Baby. New York: Hale Company, 1961.

Peppe', Rodney. Circus Members. New York: Delacorte Publishing Company, 1969.

Fenner, Phyllis R. (ed.). Circus Stories. 1954.

HOME ACTIVITIES

UNIT: CIRCUS

Activity 1. Play circus at home. You can use puppets, toy animals, or costumes on children in any combination. You can have the animals and puppets perform and also the children. Talk about the special sights and activities connected with the circus. Use the words associated with the special performances (for example: trapeze, bareback rider, clowns, etc.)

Activity 2. Make clown faces from paper plates. Using crayons, colored paper, fabric scraps and yarn scraps, help your child create one or more clown face on a paper plate.

Activity 3. Find and read stories about the circus. One example is the story of Dumbo the elephant with too-large ears. Point out the familiar elements of the circus in the story (for example, tent, ring, clowns, ringmaster and others.)

Activity 4. Compare the circus to the other kinds of shows or events that you might have seen with your child. Discuss the ways that the circus is different from some other shows (for example, in a 3 ring circus, there are 3 things happening at once so you really can't see it all, even if you watch carefully.) Discuss some ways it is like other events (for example, you must have a ticket, etc.)

Additional Ideas

TRANSPORTATION UNIT

Activity Level: Activity Centers

Objective: The children will be stimulated into learning about the various modes of transportation.

Description: Most classrooms can be arranged so that more than one center is set up at one time. The teacher might set up two or more centers one week and change them for the second week.

Suggested topics for centers:

1. Ports - with foil being used to represent water, toy boats; pieces of wood (blocks) with sails on them; play people.
2. Bus station - terminal building made out of boxes; buses, cars, station wagons, people.
3. Train station - trains, tracks, people
4. Airports - airport tower, planes, cars, jets, helicopters
5. Construction area - blocks, wheels, paper and pencils, where the children are encouraged to create their own mode of transportation - cross two modes to make a new one.

Activity Level: Knowledge

Objective: The children will learn the unit definitions and rules.

Definition: Transportation: How you get from one place to another.

Rules:
1. When walking across the street look both ways.
2. When riding in a car wear a seat belt.
3. Wear a helmet when riding a motor cycle.
4. Wear a life jacket when riding in a boat.

Fact: We travel by air, land or water.

Types of transportation:

1. Walking, car, truck, bus, train, subway, taxi, bicycle, wheel chair
2. Boat, ship, submarine
3. Airplane, jet, helicopter, spaceship, hot air balloon, blimp, hand gliding

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Activity Level: Knowledge

Objective: The children will listen and learn about what the world was like before cars, trucks, planes, etc.

Materials: Teachers outline card

Stages of early transportation:

1. Walking on foot
2. People carried possessions on their backs.
3. Men became farmers and used animals to help them work the farm.
4. Animals carried possessions
5. Invention of the wheel - round piece of wood with a log attached.
6. Wagons, stage coaches
7. Villages developed
8. People began to travel more frequently.
9. People started trading

Description: The teacher can ask, "Can you imagine what it would be like before we had cars, buses, trains, bicycles, etc.? How do you think people got around?" The teacher can demonstrate how the need for transportation developed by acting or dramatizing the stages of transportation for the children.

Activity Level: Comprehension

Objective: The children will demonstrate an understanding of a classification by completing the blanks in a sentence.

Materials: none

Description: The children will complete the following sentences:

1. You can ride in a car. You can ride in a bus .
2. You wait in a station for a train or a bus.
3. You paddle a raft. You paddle a canoe.
4. You can fly in a jet. You can fly in a plane.
5. You buy a ticket to ride in a bus or a plane.
6. You wear a seat belt when you ride in a car or a plane, bus, train.

Activity Level: Comprehension

Objective: The children will demonstrate the modes of transportation associated with different animals.

Materials: Pictures of various animals and people: bird, fish, kangaroo, grasshopper, butterfly, businessmen.

Description: Ask the children to define transportation in their own words. Tell them you are going to show each one of them a picture of a person or an animal. The children can act out or demonstrate the mode of transportation each one is known for.

Example: fish - swimming
bird - flying
child - riding a bike
kangaroo - hopping

Activity Level: Application

Objective: The children will share their transportation toys from home with one another.

Materials: A small corner in the classroom or a table where the children's toys can be displayed.

Description: Encourage the children to bring in toys from home that are models of the different modes of transportation. The children can take turns telling the class about their toy and how it operates.

Activity Level: Application

Objective: The children will understand the importance of the invention of the wheel by recreating a pre-wheel work situation.

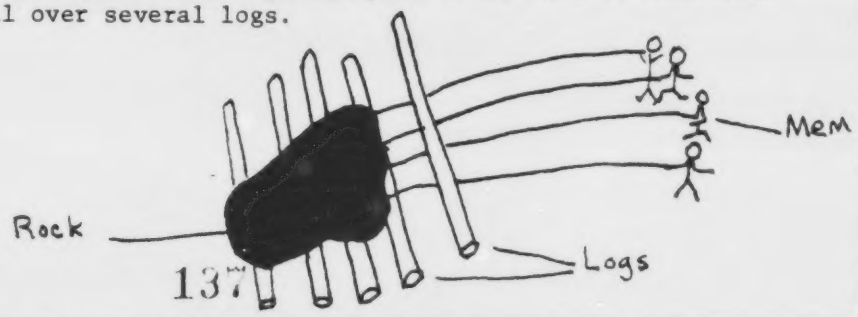
Materials: lincoln logs
string/cord
a large, heavy object. Example: large unit block, heavy book, large stone.

Description: The teacher can tell the children that a long time ago some men (in Egypt) wanted to move a huge stone. It was too heavy to lift, too big to carry. Then one man thought of a way to move the stone.

He put logs down on the ground and pushed the stone over the logs. Ask the children to set up the experiment and see if they think it would work.

Steps:

-- Place lincoln logs on a flat table or surface.
-- Attach some string around the large rock.
-- Place the rock on the logs and pull it so that it continues to roll over several logs.



Activity Level: Application

Objective: The children will develop an understanding of the many uses of the wheel.

Materials:
catalogs
paste
paper
pencils

Description: The children will find pictures of as many objects as they can that use wheels. They will also be encouraged to draw pictures of things that have wheels.

Example:

cars	records	chariots or sulkies
bus	bicycles	trucks
tractors	carts (grocery)	
telephone dials	roller skates	

Activity Level: Application

Objection: The children will construct a boat that floats.

Materials:
styrofoam cut into squares
toothpicks
paper triangles
tub of water

Description: Each child needs one of each of the materials listed above. As the children are watching, the teacher can make a boat:

1. Slide a toothpick through the base of a triangle.
2. Put the toothpick into the styrofoam.
3. Place the boat in a tub of water and watch it float.

Follow-up:

Talk about what effect the wind has on such a boat.

Activity Level: Application

Objective: Children will test to see which things float and which things sink.

Materials:

tub of water	paper	sponge
cork	rock	clothespin
styrofoam	toothpicks	ivory soap

Description: Set out tub of water and objects beside the tub. Tell the child "Some things float like this sponge." (Put sponge in water) "But some things sink like this rock." Now you find the things that float and put them here and the things that sink and put them here."

Follow-up:

Ask the children if they were going to build a boat, what material they think they should use. Why?

Ask the children questions such as:

- "Why do you think the rock sank and the sponge floats?"
- "Is one lighter? (Not as heavy as the other.)
- "What materials float?"
- "Does something made out of one thing float, even though it may weigh the same?"

Activity Level: Analysis

Objective: The children will develop an understanding of gears and how they work.

Materials: Briomec toys (a variety of gears)
picture of a gear

Description: The teacher will explain to the children that a gear is a part of a machine. Several gears can be put together and they will turn each other. If you turn the first gear to the right, the second gear goes in the opposite direction (left).

The children will be given different numbers of gears and asked to determine which direction the last gear will turn. Encourage the children to think about machines that use gears.

Activity Level: Analysis

Objective: The children will demonstrate an understanding of the similarities and difference in modes of transportation by describing pictured vehicles.

Materials: Gather pictures of various vehicles of transporation.

Description: A group of children can sit together on the floor. Arrange the cards so that the children can see as many as possible. Encourage the children to talk about how the vehicles are alike, how are they different. What would it be like without these vehicles?

Activity Level: Analysis

Objective: The children will match various modes of transportation with a picture of the pilot of the craft.

Materials: models of various modes of transportation and their counterparts

airplane	pilot
bus	bus driver
ambulance	medic
extra large car	chauffeur
race car	race car driver
station wagon	person
battle ship	commander (person in army uniform)
space ship	astronaut

Description: The children will be given a model airplane, for example, and asked to match the model with a picture of the pilot of that craft.

This activity could be done on a worksheet format also.

Activity Level: Synthesis

Objective: The children will become involved in some dramatic play and creative work by inventing a vehicle of the future.

Material: large pieces of oaktag 36 X 40"
scissors
two chairs

Description: The children will be asked to construct a car of the future. Encourage the children to combine features on the car with other known vehicles. Example: a car that can fly or function like a submarine. Later the children can take on the role of the pilot and co-pilot of the vehicle.

Activity Level: Synthesis

Objective: The children will listen to poems with transportation themes and draw pictures depicting/describing the poems.

Materials: paper
crayons

Description: Tell the children you're going to read a poem to them and they can draw a picture of something the poem made them think or feel about. (See poem at end of unit.)

Activity Level: Synthesis

Objective: The children will draw an imaginitive bicycle

Materials: teachers' riddle
paper and pencils

Description: The teacher will read a riddle to the children and they will be encouraged to draw or build a model from the teacher's clues.

What Am I?

I have two wheels and
a handle bar, but no pedals

I have a seat, so
you can ride me and walk me
at the same time.

I'm the first of my kind,
I'm called a "walk-a-long".

Activity Level: Synthesis

Objective: The children will learn to identify three geometric shapes found in different vehicles.

Materials: Cut out a cube, rectangle, and cylinder

Description:

1. Compare the shape of a freight car and various geometric shapes.
2. Hold up the cube, ask the children how many faces it has, what shape are they? Think of a vehicle shaped like a cube.
3. Compare the rectangle and the cube. Look around the room for other rectangular shapes.
4. Introduce the cylinder by having the children make comparison/contrasts with the other geometric shapes. Ask the children to find a simple shape within the cylinder (circle). Do vehicles use the simple shape found in a cylinder?

Activity Level: Synthesis

Objective: The children will plan imaginary trips using many modes of transportation.

Materials: 4 - 6 chairs

Description: Encourage the children to put the chairs in rows and pretend the chairs become seats on a plane, bus, train.

The children can be given tickets, assume the roles of a pilot, stewardess, conductor, etc.

Activity Level: Evaluation

Objective: The children will decide which mode of transportation is best suited for specific situations.

Materials: Models of different modes of transportation: car, bike, train, plane, taxi, bus

Description: The teacher will describe a specific situation and ask the children which mode of transportation is best suited for that situation and why.

Examples:

1. Johnny's mother asked him to go to the store and buy some bread and milk (walk, bike)
2. Sally missed the school bus and there is no car at home to take her to school. How can she get there? (Public transportation, taxi)
3. Tom is planning to visit his brother who lives across the country. He only has a few days of vacation left before school starts. Tom wants to spend as much time as possible with his brother. How should he get there? (Plane)
4. Mr. and Mrs. Smith do not own a car. They are planning a trip to visit some relatives that live very far away. However, Mr. Smith does not like flying - he says you can't see the country when you fly. How can the Smiths see the country and get to their relatives that live so far away? (Train, bus)
5. Jim needs a ride to get to his guitar lesson on the other side of town. How should he get there? (Car, bus, taxi)

TRANSPORTATION UNIT BOOK LIST

The Great Big Cars and Trucks Book. Simon and Schuster.

Pictures are by Richard Scarry and they are excellent. The drawings are simple and true to life. The children wanted to hear this story everyday we studied transportation. Simple, one-word-sentences on each page.

Potter, Marian. The Little Red Caboose. Golden Press, New York, New York.

Brown, Margaret Wise. The Train to Timbuctoo. Golden Press.

Gramatky, Hardie. Homer and the Circus Train.

Sketchy pictures. A rather long story for preschool children. More appropriate for elementary age children.

Gramatky, Hardie. Little Toot.

Pictures are not very clear. The story is best suited for 1 - 2nd graders.

Elting, Mary. Trucks at Work.

This book gives very detailed descriptions of trucks. All the different trucks and works performed with trucks are discussed. Elementary school age child level.

Kohn, Bernice. The Look-It-Up- Book of Transportation. Random House: New York, 1968.

A terrific reference book for teachers and children alike. This book covers transportation from simple beginnings, man's two feet, to automobiles, ocean liners, and jet planes. This book covers all types of transportation throughout history and around the world. Photographs and clear skecthes are used to depict the different modes of transportation.

Shay, Arthur. What Happens When You Travel by Plane. Reilly and Lee, Division of Henry Regenery Co., Chicago, 1968.

This book is the story of a brother and sister and it tells about their trip from their home in Chicago to Los Angeles. Photographs are used to tell the story. The book contains detailed pictures of the inside of the jet.

Petersham, Maud and Misker. The Story Book of Transportation. The John C. Winston Co., Chicago, 1933.

This book discusses the history of transportation from cave man through modern man. Good illustrations are used throughout the book. Primary level.

Gossett, Margaret. The First Book of Boats. Franklin Watts, Inc.; New York, 1953.

This book might interest children who want some details about boats. Many diagrams are used naming the parts of row boats, sail boats, ferry boats, etc. A good reference book.

Elting, Mary. All Aboard: The Railroad Trains That Built America. Fourwinds Press. New York, 1951.

A complete history of railroads in America. Photographs (historic) and sketches are used to tell this important part of America's history. Good reference for teachers and pictures.

Tompert, Ann. Little Fox Goes to the End of the World. (Transportation or International,) Crown, New York, 1976.

McPhail, David. The Train. Little Brown and Co., Boston, 1977.

TALKING BOOKS:

*How Do I Go? TB 2492.

This book helps develop the concept of distance and its relation to transportation. A little boy describes the transportation he will use to go to different places.

*The Little Auto. TB 1927.

The story of a man and his special car.

*Saturday Walk. TB 2491.

A little boy and his father go on a walk and describe buses, trains, boats, steamshovels, and other things they see.

*Barto Takes the Subway. CB 125.

The story of a young boy and his first ride in a New York subway.

*A Train to Spain. CB 147.

French villagers build a train so that they can go to Spain.

FILMS:

Encyclopedia Britannica Films:

The Passenger Train
The Freight Train
The Truck Driver
The Bus Driver
Ocean Voyage
The Light House
Boats and Ships
Tugboats
An Airplane Trip by Jet

Coronet Films:

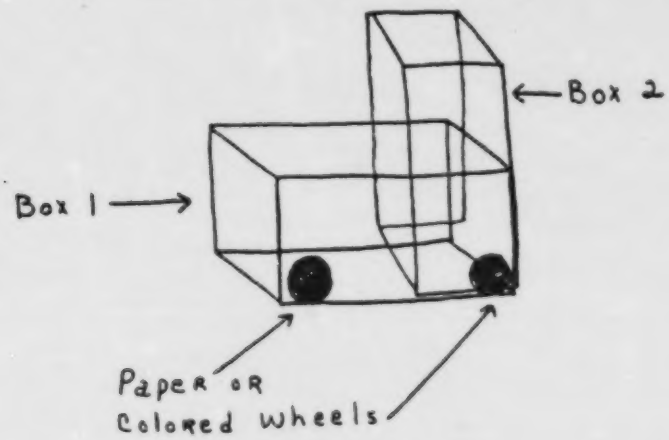
The Big Wide Highway
Billy's Helicopter Ride
What Do We See in the Sky?
The Big Sun and Our Earth
Our Class Explores the Moon
Gravity and What it Does

HOME ACTIVITIES

UNIT: TRANSPORTATION

Activity 1. As you use any method of transportation with your child; riding in car, on bus, etc., mention the fact that we call this transportation. Name other methods of transportation and ask your child to name some. For example, you say "train" and he/she says "airplane," etc. You can make a game of it and see how long you can keep going. Include any means of transportation such as skateboards, tricycle, etc.

Activity 2. Using large cardboard boxes, help your child construct a means of transportation of his choice (train - fit one box over the end of another. Draw on wheels, etc. with crayons or make them out of colored paper.)



Activity 3. Read some simple biographies of famous people connected with transportation (for example: Wright Brothers, Hindbergh, some railroad pioneers.) Talk about how they contributed to our lives today.

Activity 4. Discuss energy problems associated with transportation with your child. Talk about steps that are being taken to conserve fuel. For example: Smaller cars, car pools, public transportation.

Additional Ideas

INTERNATIONAL WEEK UNIT

Activity Level: Knowledge

Objective: (General) The children will develop an understanding of countries and cultures outside of the United States.

(Specific) The children will learn interesting facts about the continent of Africa and the people that live there.

Materials: globe
pictures from National Geographic or some other magazine

Description: Using the globe, show the children where they live. Explain to them that the globe represents all of the countries in the world and that together you will be learning about some of them.

Have the children name some places they have visited and locate them on the globe also.

Using your home town as a starting point, slowly slide your finger across the ocean to Africa.

Present some facts about Africa:

1. Africa is the second largest continental land mass in the world.
2. People born on the continent are called Africans and many are members of the Negroid race.
3. Some Africans are light skinned but many have black skin, black curly hair, and dark eyes.

Activity Level: Knowledge

Objective: The children will learn some interesting facts about Africa

Materials: None

Description: Facts about Africa the children can learn:

1. Some scientists think that the first men lived in east and south Africa
2. Most people living in Africa make their living by farming.
3. Hundreds of different languages are spoken on the continent of Africa. How many languages are Americans known for?

Activity Level: Knowledge

Objective: The children will learn some interesting customs from Africa.

Materials: Contact your local high school to see if they have an AFS (American Field Service) branch. If they do, ask if any students are from or have been to Africa. They might come to the class and talk to the students about their experience.

If you are located near a university, you might see if they have an International Student Advisory Representative. This person might be able to give you some names of people to invite to class.

Activity Level: Knowledge

Objective: The children will learn some words in Swahile - the most widely used language in Africa.

Materials: Pictures depicting the African life style from magazines
Tape recorder or Tutorette (audio card program)
Index cards

Description:
1. Attach pictures of the various words onto a 5x8 index card (or blank audio card for tutorette).
2. Print the Swahili word under the picture and the English translation on the reverse side.
3. The children will hear the word pronounced on the recorder while looking at the various pictures. Other facts can also be recorded about each word.

Examples:

1. Sita (SEE . TAH) means clothing.
   Both men and women wear floor length robes in Africa. Many Africans wear hats called kerchiefs to cover their heads and protect them from the sun.

2. Tisa (TEE .SAH) is the name given to musical instruments. Music is very important in the African villages. Drums, thumb pianos, bamboo flutes, and sticks are all played by the men in the village.

3. Nane (NAH.NAY) is the word for market. Most Africans go to the market everyday because they have no refrigeration and no way to store fresh food. Fruits, vegetables, meats, and fish are all bought at the nane.

4. Yam (YAM) a food popular in West Africa that looks like bark from a tree and tastes like a potato.

5. Kume (KOO.MEE) is the word for children. Some evenings African children sit around the fireside while the old people in the village tell them stories.

6. Nne (N.NAY) means mother

7. Tatu (TA.TOO) coffee trees called tatu are grown in East Africa.

Activity Level: Knowledge

Objective: The children will learn some interesting facts about Africa.

Materials: Slides or pictures of each item

Facts:
1. Kilimanjaro is the highest mountain in Africa
2. African women hold large jars on their heads to carry things like water, grain, and flour.
3. A calabash is a fruit that grows in Africa. It cannot be eaten. Instead, the inside of the calabash is scraped out and it's made into bowls, spoons, and plates.
4. Banana trees, palm trees, coffee trees, and coconut trees are all grown in Africa.
5. Oasis is a watering place in the desert. The Sahara desert is in Africa.
6. The longest river in the world is in Africa. It is called the Nile.

Activity Level: Comprehension

Objective: The children will demonstrate an understanding of various customs and facts about Africa.

Materials: pictures/slides of places, types of dress, customs, and vegetation unique to Africa
similar pictures from Unites States

Description: Tell the child you're going to pretend that pictures can talk. That they can say things about themselves. Put two pictures in front of the child: An apple and a block. Ask the child which picture they think might say, "I'm red and juicy, and people make juice, pie, or just eat me the way I am."

Continue this approach with the pictures of Africa.
Example sentence clues:

1. I am the highest mountain in Africa Kilimanjaro.
2. I was born in Africa and carry many important things in the jar on my head.
3. I am a tree that grows in Africa: Banana, Palm, Coffee.
4. I am a watering place in the desert: Oasis

Activity Level: Comprehension

Objective: The children will demonstrate an understanding of facts presented about Africa.

Materials: Teacher made story

Description: Use some of the facts presented in the knowledge level to develop a short story that you can read to the children.

After listening to the story, the children can draw pictures that show the sequence of the story.

The children can draw a scene that depicts the story and take turns sharing it with the group.

Activity Level: Comprehension

Objective: Children will demonstrate an understanding of African Culture.

Materials: A scene/photograph of an African Village
Paper and pencil
Tape recorder (optional)

Description: The teacher and the child/children can look at the picture and talk about what is in the picture. Things like the mode of transportation, clothing, jewelry, etc. can be mentioned.

Pick a name for the picture or a title. Develop a story around the title. Let the children dictate the story to the teacher or into a tape recorder. Encourage the children to give as many facts as possible.

Activity Level: Application

Objective: The children will apply the facts and knowledge they have learned, to classify materials.

Materials: Any authentic materials from Africa like wooden masks, dolls, clothing, instruments, jewelry, etc.
Pictures from magazines of African market places, villages, holiday activities.
Pictures of similar materials, locations, events from the American culture or background
Two hoops or boxes labeled African! Not African!

Description: The teacher can remind the children to look for various clues in the pictures like: types of clothing physical differences, etc. The teacher should be rather passive in this activity and encourage the children to make the decisions. After the children have classified all of the objects, tell the children to turn each object over. On the reverse side of each picture, etc. the children will find a number. The number one for example might mean these objects were African, number two might mean they are not African.

Activity Level: Application

Objective: The children will make and design masks similar to those used by some Africans.

Materials:
One paper bag for each child
Colored tissue or construction paper
Shells
Small stones
Different colored plastic straws cut into small pieces
Colored/dyed macaronies

*Authentic African masks or pictures of them.

Description: Tell the children that many Africans enjoy making masks. They wear them when they do special dances or to celebrate some holiday. The Africans are very good at making masks. They often make their own. Point out all the decorations on their masks. Encourage the children to pretend they are Africans and that they need new masks for a special dance that's coming up.

Put the materials on a table and let the children make very fancy masks.

Activity Level: Analysis

Objective: The children will find similarities and differences between Africans and Americans.

Materials:
Teacher's drawings of an African man and woman
Paper and pen (see examples)

Description: The children will be shown pictures of an African woman and man. Ask the children to list first the differences, then the similarities between the African couple and their parents.

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Subsection: Japan

Activity Level: Synthesis

Objective: The children will develop and produce an African Village.

Materials:
Flat cardboard box or surface (for base)
Equal parts of flour and water mixture for paper mache
Strips of newspaper
Toothpicks (fences)
Paper towel roll (cut 3" each to be the huts)
Circles 3" in diameter with a slit cut in it. Fold the circle until it comes to a point. This is the top of the hut.

Desciption: Tell the children they're going to make an authentic African village. Add as many characteristics true to Africa as possible.

Examples:
1. Mt. Kilimanjaro
2. Livelihood - mostly farming
3. Market - outdoor tables selling fish, fruit, pots, etc.
4. Trees - Rubber, palm, coffee
5. River - Nile

You might put some people in your village also.

Activity Level: Knowledge

Objective: The children will learn interesting facts about people from Japan.

Facts:
1. Japanese men and women sometimes wear Kimonos which are floor length robes made from silk and often hand painted.
2. When you enter the house of a Japanese family, you take off your shoes at the door.
3. The Orientals believe that tea is the secret to a long life. Japanese priests developed a tea drinking ceremony.
4. Some Orientals eat and sleep on tatami mats.
5. Rushes - a plant found in a marshy area that is used to make mats.
6. Some traditional foods of the Japanese are: lotus roots, black beans, radishes, rice, and fish.
7. Mochi - small round cake usually eaten on holidays like new years.

8. Fortune cookies - a hard, sweet cookie that you can break open and read about something that might happen to you.

9. Chop sticks - a pair of slender sticks used to bring food to your mouth.

10. Pagoda - an Eastern tower with the roofs curving upward. They were often used as temples or memorial.

Activity Level: Knowledge

Objective: The children will become familiar with customs of the Orient.

Materials: Globe
Map

Description: Tell the children you are going to be talking about the Orient: Point to Japan and China on the globe. Orientals are people born in Eastern Asia: the Chinese and Japanese.

Activity Level: Knowledge

Objective: The children will become familiar with the features unique to the Orient.

Materials: Pictures of people from the Orient: National Geographic; volume 150, No. 5, Nov. '76. pg.660-683.

National Geographic: Vol. 149, No. 6, June, '76. pg. 836-859.

Description: Direct the children to the magazine pictures. Give the children specific information about the pictures.

1. Point out the pagoda to the children. Notice the way the roofs slant upwards, count the number of roofs. Ask if the churches or temples in U. S. look like the Pagoda.

2. Point out the clothing people frequently wear - robes and kimonos. How is it different from our clothes?

3. Show the children the physical differences between Orientals and Americans. Notice the hair, eyes, size, nose.

Activity Level: Comprehension

Objective: The children will descriminate between pictures of Orientals and Americans.

Materials: Photographs of people. buildings, clothing, art, etc.
Large piece of oaktage
glue

Description: Cut out several pictures of people and objects from eastern and western cultures. Ask the children to choose pictures from the group that represent the Orient. Encourage the children to give a simple explanation as to why they chose each picture.

Make a collage by pasting the pictures from the Orient onto the oaktage.

Activity Level: Comprehension

Objective: The children will describe the action in a picture.

Material: Teacher prepared ditto (see example)
Large piece of oaktage
Magic marker

Description: Show a small group of children your picture of a boy from Japan. Tell them you thought it would be fun if you wrote a story about the little boy together.

Give everyone a turn to say something.

If the children don't respond immediately, ask them some questions to help develop the story.

Questions: -- What is the boy sitting on?
-- What is he using to eat his food?
--Why did he take his shoes off?
--What is he drinking?
--Do you eat on the floor at home?

Activity Level: Application

Objective: The children will demonstrate their understanding of Japanese customs by having a tea party.

Materials: Tea leaves/bag - fortune cookies
Boiling water
Tea pot
Tea cups
(sugar-Cream)

Description: Set up the housekeeping corner of the classroom to look like an Oriental home. Tell the children they can have a tea party. Present various problems to the children:

1. How should we dress - kimonos?
2. Where should we eat - on the floor or at a table?
3. Should we wear our shoes?
4. What kind of cookies would Japanese people have at a tea party?
5. How do you prepare tea?

Activity Level: Analysis

Objective: The children will talk about similarities and differences between Oriental children and western children.

Materials: A story about Japanese or Chinese children
Example: Chie and the Sports Day by Masako Mat Suno

Description: Read a story to the group about children from the Orient. Talk about what kind of story it was according to the mood and emotions they felt from listening to the story.

-- ask the children if they would have acted or felt much differently than the characters in the story.

-- have they ever felt the way the characters in the story felt?

-- are children from the Orient the same as children in the U. S. in some ways? How?

Activity Level: Synthesis

Objective: Plan and put together an "Japanese house"

Materials: A large box (appliance box)
Crayons
Tempra paint

Description: Encourage the children to turn the box into the kind of home they might find in the Orient. Ask the children to think about what they want their house to look like on the outside as well as inside.

Subsection: China

Suggestions:

1. Make the roof turn upward like a pagoda. This can be done by rolling large pieces of construction paper.
2. Ask if the children think a tea set will be needed.
3. Do the Orientals have beds in their homes or mats?
4. Would the children wear their shoes inside the house?
5. The children might turn the box into a houseboat like the ones common to Japan.

Activity Level: Synthesis

Objective: The children will learn about holidays in China.

Materials:
A commercially made kite kit or
A piece of large construction paper cut to the shape of a kite
12 plastic straws, crossed on the reverse side of the kite and stapled in place
1 string or yarn

Description: Give the children some background on the kite flying holiday: In China,one day each spring is set aside as a kite flying holiday. On this day parents and friends take young children to a park and teach them to fly kites. The Chinese people make beautiful kites. Many kites are made from silk and are hand painted.

Encourage the children to make designs on their paper and make the kites. Have a contest to see who can get their kites the highest.

Activity Level: Evaluation

Objective: The children will make some personal judgements.

Materials:
Books from the Orient
Childrens' Products (kites, pictures, etc.)
Pictures of Oriental People

Description: Review the Orient by talking about stories the children injoy, things the children made that were Oriental in custom. Ask the children what they liked best about Japan and China. Ask the children if they would like to

Subsection: American Indian

keep any Japanese/Chinese customs in their daily routine.

Activity Level: Knowledge

Objective: The children will develop an understanding of the (American) Indians.

Materials: Globe or map of continental United States

Description: Name and locate the different places in the United States where Indians live.

Define Indians: Members of one of many tribes that were living in America before the Pilgrims came. These people were hunters, fishers, and food gatherers.

Appearance: Most Indians have straight black hair, red-brown skin and dark eyes.

Activity Level: Knowledge

Objective: The children will learn facts about the Indian culture.

Facts:

Medicine man - a person from the Indian village who was thought to be able to talk to the gods. This person also helped to cure sick people by using special roots and herbs.

Wigwam - an Indian house that was round in shape and was made from the bark of white birch trees.

Tattoos - The body of some Indian warrios were covered with tattos. A special person in the village did all the tatooing. The tattooer pricked the skin of a warrier with a needle and put ink from charred wood into the opening. Other members of the tribe chanted songs while this was going on.

Tepee - a cone-like home of some Indians. It was especially good for Indians that had to move around a lot because it was easy to take apart and put together.

Warbonnets - head gear worn by the Indians before they went into battle.

Pot-latches - an Indian word that means "to give". Pot-latches were held to celebrate a wedding or the birth of a child. Each guest at this feast was given a gift.

Totem poles - a large wooden pole with the heads of different animals carved in it. The totem pole was placed in front of an Indian home to tell about the family history.

Activity Level: Comprehension

Objective: The children will demonstrate an understanding of Indian customs.

Materials: Teacher work sheet
Crayons or water paints

Description: Give the children a worksheet and ask them to paint the home that Indians might live in.

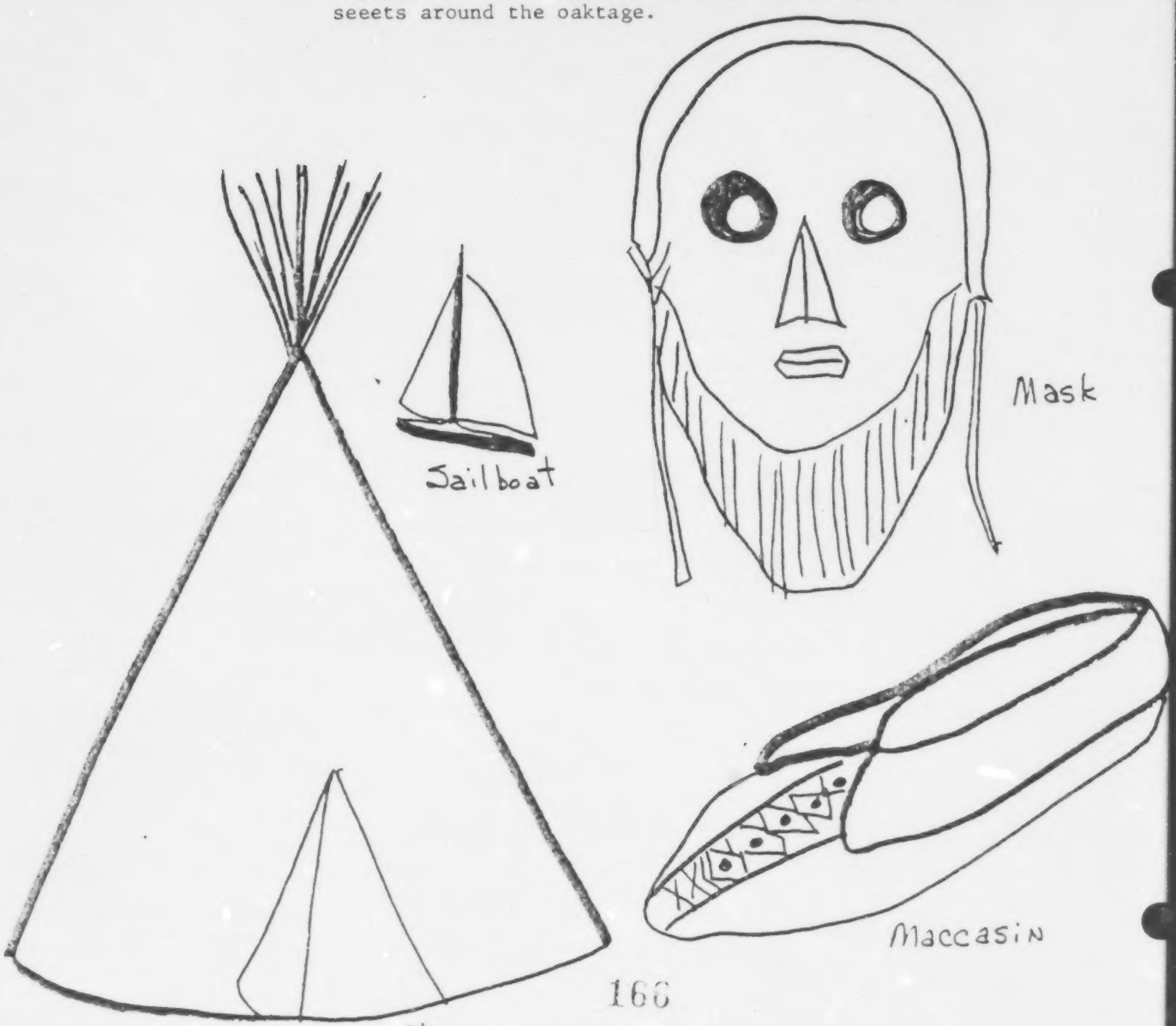
The children who finish early might cut out the house, paste it on another piece of paper, and draw a village around it.

Activity Level: Comprehension

Objective: The children will demonstrate an understanding of Indians by choosing things associated with them.

Materials: Teacher work sheet
Large piece of oaktage
Pen

Description: Encourage the children to circle or color the objects on the work sheet that Indians might use. When the children are finished coloring, sit down with them as a group and encourage the children to give you as many facts about each object as they can. Write the children's suggestions on the oaktage. Hang the children's work seeets around the oaktage.



Activity Level: Application

Objective: The children will use abstract thinking to solve problems.

Description: Questions:

1. How did the Indians keep warm in the winter when they lived in their tepees? Built fires.

2. How did the smoke get out of the teepee since there were no windows? Through opening at top.

3. How could twenty Indians sleep in one teepee? (since many lived in extended family situations) Feet near fire heads pointed outside.

Activity Level: Synthesis

Objective: The children will develop an understanding of how the Indians used "war bonnets" and implement a similar system in the classroom.

Materials: Construction paper
Water paint

Description: Tell the children how important feathers were to Indians. "Indians were given feathers as a reward for doing great deeds. The best hunters and farmers were given feathers and they made them into "war bonnets".

With the help of the children make up a list of activities/ work they can do to earn feathers.

By the end of the week the child with the most feathers can be the chief.

Directions for "war bonnett":

1. Cut the construction paper into two inch strips

2. Decorate the bands with designs

3. Fit each band to the childrens head

4. Cut several pieces of construction paper into the shape of a feather. Give the children a "feather" for their war bonnet as they earn them.

Activity Level: Synthesis

Objective: The children will make a beaded necklace.

Materials:
- nuts
- seeds
- bones (chicken)
- shells
- string or thin buckskin
- polished stones
- macaroni (dyed in food coloring)
- berries

Description: Tell the children that Indians enjoyed wearing necklaces. They made them out of many things: Animal teeth, claws, bones, stones, shells, etc. Let the children make a design and make a necklace.

Activity Level: Music

Objective: The children will become familiar with music from different countries

Materials:
See list of records
Record player

Record List:

1. Authentic music of the American Indian - Everest #3450/3 - s 3830
2. Melsdias De Mexico - Variety of music, all in Spanish - Sutton Record Company #SSU 114
3. Noche Los Tres - Guitars and voices, Latin American Ballads and folk songs
   Somerset Record Company - #SF 18900
4. Herb Alpert's Tijuana Brass - Vol. #2
   A & M Records 103
5. It's a Small World - Disneyland Boys Choir
   Disneyland Record # DO 1289
   Includes 18 different folk songs from various countries; France, Korea, Wales, Mexico, U. S. A., Italy, Germany, etc.

BOOKS ON THE INTERNATIONAL UNIT

CHINA

1. The Story About Ping by Marjorie Flack and Kurt Wiese. Published by the Viking Press, 1969.

   This book is a fairly long book, but keeps the children's interest. It is about ducks on a boat in the Yangtze River in China. The duck, Ping, does not want to be the last one on the boat because the last one gets spanked, so he is lost for awhile, but finally finds it.

2. Chie and the Sports Day by Masako Matsuno. Published by the World Publishing Company, 1965.

   This is a story about a brother and sister in Japan who, because the boy goes to school, does not want to play with his sister anymore. He wants to play with the big boys. Finally, there is a race at school and the brother needs his sister to help him win the race.

   The story is a little wordy, but could be told to shorten the story. The pictures are clear and good.

MEXICO

1. The First Book of Mexico by Sam and Beryl Epstein. Published by Franklin Watts, Inc., 1955.

   A factual book about customs, houses, climate, food, school and the history of Mexico. This is a good book for teachers to learn simple facts about Mexico, but not for reading to the children. The pictures could be shown to the children.

INDIANS

1. Famous Indian Tribes by William Moyers and David C. Cooke. Published by Random House, 1954.

   This is a good book about all different kinds of indians. The pictures are very good and the children would really get a good idea of Indian life from them. It would not be a book to be read, but could be told about in teacher's own words.

2. Corn Is Maize by Aliki. Published by Thomas Y. Crowell Company, 1976.

   This is a book about corn and it's importance to the Indians. It tells all about corn and the way it grows and the different kinds of corn. It is not appropriate to read to very young children, but the pictures are very good. Teachers could tell about the corn and show the pictures.

3. Crafts and Hobbies by W. Ben Hunt. Published by Golden Press, 1957.

   This is a book with a section on Indian crafts. It shows how Indians make hair decorations, moccasins, capes, bead necklaces, feather fans, rattles and tops. It is good to show the children what Indians made and for ideas of things the children can make.

AFRICA

1. Zamani Goes to Market by Muriel L. Feelings. Published by the Seabury Press, 1970.

   A nice story about an African boy and his family and the boy's first time to go to market. It is a bit long for young children, but could be condensed. The pictures are very good. Several facts about farm life in Africa are included in the book.

2. A is for Africa by Jean Carey Bond. Published by Franklin Watts, Inc., 1969.

   This is a very factual, well written book that goes from A - Z to explain about Africa, it's people and places. It could be used by the teacher for it's facts or read to the children.

3. Swahili Counting Book by Muriel Feelings. Published by the Dial Press, 1974.

   A Swahili book of number and 10 facts about Eastern Africa and the life of the country people. A good book for facts to be taught the children or it could be read to the children.

4. In Africa by Marc and Evelyne Bernheim. A Margaret K. McElderry Book Publication Atheneum, 1975.

   This is a good book of photographs and short sentences about life and people throughout Africa. It includes city, country, coastal and desert life. Good for reading to the children and for facts about Africa.

HOME ACTIVITIES

UNIT: INTERNATIONAL WEEK

Activity 1. Discuss your family's cultural heritage with your child. Talk about where his ancestors came from. If you do this already, find out about a friend's or neighbor's background and learn some things about.

Activity 2. Cook and eat a food from another culture such as Mexican, Chinese or Italian. Let your child help in some way. Talk about the origins of some of the foods you may cook already such as spaghetti (Italian), Tacos (Mexican) or any others.

Activity 3. If you have any art of craft products from another country or culture, point these out to your child and tell about where they came from.

Activity 4. Look in your T. V. schedule and see if there are any programs dealing with other cultures and watch one with your child. (The educational T.V. channel often has these programs.)

Activity 5. Look in an encyclopedia or other reference book at home or ask at the library for games from other cultures and play one with your child.

Additional Ideas

MUSIC UNIT

Activity Level: Knowledge

Objective: Children will define terms commonly associated with music.

Materials: Index cards or child-made dictionary with the unit terms printed on it.

Word List:

1. Music - sounds that are pleasing to hear and have a rhythm, melody
2. Note - a musical sound
3. Musical instrument - a tool used to make music
4. Song - words put to music
5. Band - a group of people who play music together
6. Symphony - a large group of people who play music using many different instruments.

*7. Percussion - when music is made by striking, or hitting an instrument

*8. String - instruments made with string or cord

*9. Brass - horns made of brass

*10. Woodwind - instruments made of wood that are blown into to make music

* Sections of an orchestra

Activity Level: Knowledge

Objective: The children will remember the names of musical instruments.

Materials: Pictures of common musical instruments or examples of each of the following:

drum	piano	tuba
bells	xylophone	trombone
cymbal	guitar	french horn
triangle	violin	saxophone
tambourine	harp	flute
maracas	cello	oboe
wood blocks	autoharp	clarinet
sand blocks	trumpet	

Description: After having several instruments named and labeled, the child will label the instrument.

Activity Level: Knowledge

OBjective: The child will recognize percussion, string, brass and woodwind instruments when shown pictures.

Materials: Flash cards of the following instruments:

1. drum
2. tambourine
3. triangle
4. violin
5. bass
6. trumpet
7. guitar
8. oboe
9. clarinet

Description: Cut individual pictures that have been xeroxed from the following book: My Everything Book.

Activity Level: Comprehension

Objective: The child will classify musical instruments.

Materials: Pictures of common musical instruments
Pictures of household items

Description: a. Child will classify pictures into groups of musical instruments/non-instrumments (household).

b. Child will group pictures of instruments into percussion/non-percussion instruments

String	Non-String
Brass	Non-Brass
Woodwind	Non-Woodwind

Activity Level: Comprehension

Objective: Child will select musical symbols

Materials: Work sheet, ditto, crayons or magic markers

Description: The child will circle or color in all the musical symbols he/she can find on the page. The teacher can leave a key or completed work sheet on her desk for the child to examine on finishing the task.

Activity Level: Application

Objective: The child will explore the local music store and learn what materials can be found there (field trip).

Materials:

Preparation:

1) Make arrangements with the local music store proprietor to see if the class can visit, set a date, and pick a good time when the store is relatively quite.

2) Make a list of the things one might find in a music store. Take the list with you and check off the items you talked about, add the ones you missed.

3) Take photographs while in the store. Write an experience story using the photos.

Follow-up Activities:

1. Make a model music store out of a small box. Use the local store as an example.
2. Write a thank you note to the manager of the store.
3. Have the children draw a picture of their favorite item in the music store.

Activity Level: Application

Objective: Child will sequence a 4-part story about going to the music store.

Materials: 4 pictures depicting going to the store.

Description: After a field trip to a music store, the child will tell a story using pictures about what they did on their field trip. Child will tell what they did first, second, third, and last.

Activity Level: Application

Objective: The children will visit a music school at the local university and learn about schools that specialize in music.

The children will meet and talk to an instructor and student at the university or high school.

The children will listen to the variety of music that goes on at the music school.

Preparation: The teacher will prepare the children for the visit to the school by:

1. Talking about schools of special interest and learning.
2. Telling the children about the work and practice involved in becoming a musician.
3. Talk about the practice rooms and visit them on the trip.

During the visit: Teacher can record all the different sounds heard while visiting the music school and discuss them back in the classroom.

Activity Level: Application

Objective: The children will apply their knowledge of music and musical terms to play a song.

Materials: felt board
rhythm sticks
teacher made symbols; Ex. stars, leaves, lolly-pops

Description: The teacher will place four symbols on the felt board. (The symbols can be seasonal.) Give each child a pair of sticks. Tell the children to watch you very carefully. Each time you point to a symbol they can tap their sticks together. As the children catch on to the activity, slow down or speed up the pointing to the symbols. Eventually remove one symbol and replace it with a rest sign (𝄽). Teach the children to skip a beat when they come to the rest.

Activity Level: Application

Objective: The children will participate in a demonstration of various musical instruments.

Materials: a guest performer
musical instrument
recording - record player

Description: Extend an invitation to members of your local symphony or local musicians to come and play for your class. Ask them to bring their instrument to school and show it to the children. Encourage your guest to talk about things related to music, like:

- caring for the instrument
- tips on how to play and hold the instrument
- music lessons
- practicing

If it is appropriate, let the children play the instrument. At the end of the session play a record that utilizes the instrument being presented. Ask the children to try and pick out the instrument.

Activity Level: Analysis

Objective: Child will imitate rhythms by clapping their hands or hitting sticks together in the same pattern as the teacher.

Materials: Rhythm sticks

Description: Teacher will use rhythm sticks to beat out some simple (then more complicated) rhythms.

Activity Level: Analysis

Objective: Child will listen to the tape of different rhythm instruments and tell what instrument is being played.

Materials: tape recorder
different rhythm instruments

Description; Teacher will tape the instruments. She will explain that she is going to turn the tape on and the child will hear a sound of one of the instruments. The child will point to or say which instruments makes that sound.

Activity Level: Analysis

Objective: The child will distinguish musical sounds from environmental sounds.

Materials: Tape recorder; a tape with a mixture of musical sounds and sounds of the city (each sound sequence can be numbered on the tape)
Paper divided into two columns

Description: The child will listen to the sounds on the tape recorder. Listen to the entire tape. The child will put the number of the sound sequence under one of two columns. The instrument column might have a picture of a guitar on top; the city column might have buildings drawn at the top.

The child can correct his own paper by comparing his answers to those of the teacher's key.

Activity Level: Analysis

Objective: The children will find similarities and differences in basic music concepts.

Materials: Piano
or
Recording of musical scales, record
Chairs

Description: The children will discover relationships between: High-low pitch; loud-soft sounds; fast-slow music; long-short notes.

Pitch: Play a cord on a piano that is high and label it for the children. Encourage the children to stand when they hear a high pitch. Play a low cord on the piano, label it for the children and tell the children to sit on the floor when they hear it. Continue this activity with a variety of cords.

Loud/soft: Teach the children a simple song or pick one they already like. Give them a cue to sing parts of it very loud and parts softly.

Fast/slow: Play musical chairs changing the speed of the record being used. Encourage the children to move around the chairs at the speed of the music.

Long/short: Let the children pick one of their favorite songs for this activity. Teach the children hand signals to follow so they will know how long or short you want them to hold the notes.

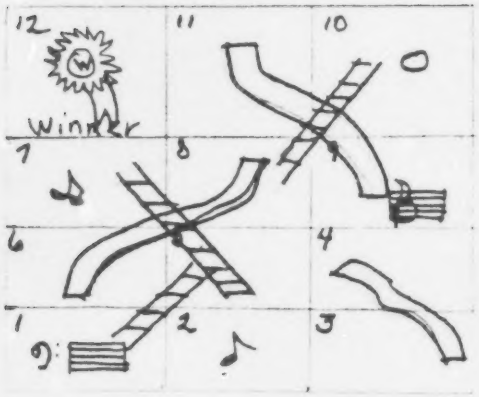
Activity Level: Analysis

Objective: children will understand the concept of how to play the music game and answer questions about musical instruments

Materials: game board*
spinner*
men
cards with questions about instruments

Description: Each child is given a man. The children can take turns spinning the spinner. The child who gets the highest number goes first. If he spins a 5, he moves five spaces and so on until child reaches the "winner" square. If child lands at the bottom of a ladder, he draws a question card. If he answers the question correctly, he moves all the way up the ladder. Same is true of a chute - when a child lands on a chute, he draws a question card. If the question is answered correctly, he doesn't slide down the shute. If wrong, down the chute he goes.

Game Board



Sample Questions

What is round and clangs together:

What shakes or hits like a drum?

What is called a shape but is a musical instrument?

What is played with a bow? (Several correct answers.)

Can you name a string instrument?

Can you name a brass instrument:

and so forth...

Activity Level: Synthesis

Objective: Given unfamiliar materials, or familiar materials not ordinarily combined in a fixed manner, the child will organize them into a unit member. (Belonging to the percussion family.)

Materials: Example: Drum

1) coffee can with plastic lid
2) construction paper (any color)
3) clear contact paper
4) yarn
5) glue

Description;

1. Cover can with construction paper (by wrapping pre-cut construction paper around can using glue.)
2. Cover with clear contact paper to preserve color.
3. Punch two holes in lid top for stringing yarn to make a handle or strap.
4. Glue lid to can with attached string by placing glue around the inside rim of plastic lid.

Lid for drum

Yarn should be threaded under lid (usually)

Activity Level: Synthesis

Objective: Given unfamiliar materials, or familiar materials not ordinarily combined in a fixed manner, the child will organize them into a unit member of the percussion family.

Materials:
hammer
large nails (one · our depending on size of group)
bottle tops
clothes hanger wire
pliers
wire cutter

Description:
a) Children will nail holes in bottle tops after demonstration by teacher.
b) Children will thread hanger wire through bottle tops and bend into circular form. (may use from 5 -6 tops for better "sound" effect.
c) Use pliers and wire cutter to join "hanger ends" a.. bend or twist into locked manner. Use wire cutters to clip excess wire.
d) Teacher should immediately cover ends with masking tape for safety precautions.

Activity Level: Synthesis

Objective: The children will propose new ways of making "music"

Materials:
2 tape recorders
tape recorded sounds of instrument:

rain	wind blowing
car honking	the ocean
people laughing	birds
thunder	crickets

pictures of each object or animal that makes the sound

Description: Record each of the environmental sounds mentioned above. Play the tape recording for the children holding up the picture appropriate for each sound being made. Encourage the children to make a "new" kind of music by putting the pictures in order to make rhythms and sound patterns pleasing to listen to.

After the pictures are in order, use the second tape recorder to tape the new order of sounds from the children's arrangement.

Activity Level: Evaluation

Objective: The children will judge which music is best suited for different occasions.

Materials: record player
recordings of various kinds of music:

lullaby	symphony
folk songs	march
rock	basic skill records

Description: Play a cut from each of the records you plan to talk about. Encourage the children to describe how each record makes them feel. Example: sleepy, like dancing, happy, etc. After listening to the records, ask the children the following questions:

1. Which music would you like to listen to to help you fall asleep?
2. If you were going to a party and wanted to dance, which records would you take along?
3. When you're in school, which music do you prefer?
4. If you wanted to learn to count, which song would you pick?
5. Of all the records you listened to , which ones did you like the best?
6. Did any of the music make you feel happy, sad?

Encourage the children to explain their answers.

Activity Level: Evaluation

Objective: The children will choose a favorite composer

Material: record player
records (the children will bring from home or they can be borrowed from the library.)

Description: Set a time aside each day when the children can bring in records of their favorite composers. Let the children take turns playing "their" record and telling the group what it is about the music they like best. Encourage the children to find out some information about the composer also, like: where does he live; how did her interest in music develop; when did the composer live, etc.

Activity Level: Evaluation

Objective: The children will judge the quality of different music.

Materials: tape recorder

Description: Record a song from country western, folk, rock, classical, and jazz music. Number each cut before it is played. Let

the children listen to the entire tape. Tell the children you're going to play the tape a second time and this time they can pick the cut they like best. Let each child write down the number of the song they liked best (by recording the number, the children aren't as likely to change their minds when they realize their friends chose a different song.) Ask the children what it was about the song they liked.

Activity Level: Art

Objective: Given the definition: "A musical instrument is a tool used by a musician to make music," the child will organize familiar materials into a unit member of the percussion family. ("Shaker" or Maraca.)

Materials:
1. old light bulbs
2. paper mache' mix (flour and water)
3. strips of newspaper
4. old newspaper
5. tempera paint
6. paint brushes

Description: Cover table with old newspaper.
Give each child a light bulb to cover with paper mache'.
Apply 3 - 4 layers or until thick and evenly covered.
Once dry, crack inside of bulb by hitting several times on a hard surface.
Children may paint and decorate as desired.

BOOKS ON MUSIC UNIT

Grimm. The Musicians of Bremen. Larousse and Co., Inc., New York, 1974. (has filmstrip on same.)

Cherry, Clare. Creative Movement for the Developing Child - A Nursery Handbook for Non-Musicians. (See pages 81-87, chapter 26 - "Percussion Instruments".)

Zander, Hans. The Harmonica Man. Scholastic Tab Publications, Ontario, Canada, 1976.

Hentaff, Nat. Journey into Jazz. New York: Coward-McCann, Inc., 1968.

Commons, Dorothy B. The Symphony Orchestra and What it Plays. New York: Random House, 1961.

Suggs, William W. Meet the Orchestra. New York: MacMillan Co., 1966.

Levine, Jack and Sakeru Iljima. Understanding Musical Instruments. New York: Frederick Warne and Co., Inc., 1971.

Davis, M.K. Music Dictionary. Doubleday & Co., Inc., New York, 1956.

This book defines in simple language and sometimes illustrates musical terms and expressions. This is a good teacher reference.

Mitchell, Donald, (ed.) Every Child's Book of Nursery Songs. Crown Publishing Co., Inc., New York, 1968.

A good collection of traditional musical literature and songs for children. The book has appeal from nursery school through primary grades. Words and music are included.

Morrow, E., D'Harnoncourt, R., D'Harnoncourt, E. Beast, Bird, and Fish. Alfred A. Knapf Co., Inc., 1933.

HOME ACTIVITIES

Unit: Music

Activity 1. Listen to music with your child and try to determine what instruments you can hear. (For example, commercials on radio and television, such as McDonald's Big Mack attack horns.) Explain why you think it is one instrument or another. Have your child try to guess too.

Activity 2. Make a musical instrument with your child. One way to do this is to fill some bottles with water to different levels and make music by tapping the bottles. Another way is to stretch rubber bands around a bandaid box or other box and strum them. See if you can think of other ways.

Activity 3. Discuss the feelings portrayed by various types of music with your child as you listen to them. Encourage your child to move with the music and to name the types of music that are playing (such as fast, slow, high, low, loud or soft.)

Activity 4. If you have a piano or stringed instrument show your child how the strings vibrate when struck or strummed.

Additional Ideas

PLANT UNIT

Activity Level: Knowledge

Objective: The children will look at and recognize a variety of plants from their classroom window.

Materials: paper
pencil
window overlooking an area where plants are growing or a window overlooking and area where no plants are growing
a timer

Description: Have the children sitting around a window. Give each child a pencil and paper. Tell the children to draw a picture of as many different plants as they can see. If the children can print letters, help them to spell the names of the plants they want to list. Tell the children you are going to set the timer for 3 minutes and they should record as many plants as possible in that time. When the timer rings

1. count to see how many plants each child recorded
2. how many children listed the same plants
3. count the number of different kinds of plants on the lists
4. classify the plants into flowering and not flowering groups.

If this activity was done at a window overlooking an area where lots of plants were growing, repeat the procedure at a window where very few or no plants are growing.

Activity Level: Knowledge

Objective: The children will touch and describe a variety of different plants.

Materials: a variety of house plants
the various plants that grow in and around the school grounds

Description: Expose the children to as many different kinds of plants as possible. Encourage the children to touch, smell, and when appropriate, taste the leaves of different plants.

Define plants (plants grow from a seed in the soil) during this exercise.

Activity Level: Knowledge

Objective: The child will define and label plants

Materials: pictures of plants (may use slides)
To make this lesson more fun, slides of plants could be shown or an overhead projector with pictures of plants could be used.

Description: Teacher will hold up pictures of plants and give a definition of what a plant is. (Plant grows from a seed in the ground) and name each plant. Child repeats definition and renames each plant.

Facts:

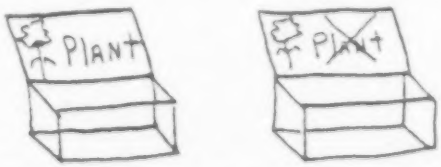
1. Plants need water and light to grow.
2. Most green plants make their own food
   a) They make their food in their leaves or stems.
3. Plants breath air through their leaves.
4. Some plants eat animals
   a) The Sundew, Venus's flytrap, and Pitcher plant all eat insects.
5. All plants have a mother. But they are not all born the same way. Some plants are born from a seed and other plants are born from a spore. Baby plants will grow up to look like their mother plant.

Activity Level: Comprehension

Objective: The child will demonstrate an understanding of the plant classification schemes by making appropriate selections.

Materials: a variety of different house plants
socks, blocks, scissors, and other common classroom objects
two boxes

Description: Ask the children to put the plants in the box with the pictured word on it and the other objects in the box with the "X" over the pictured word plant.



Activity Level: Comprehension

Objective: Child will demonstrate how a plant grows.

Materials: a picture-sequence story

Description: Child will listen to a story about how a plant grows, then put the pictures in the correct order.

Follow-up with actually planting a real seed.

Activity Level: Application

Objective: The children will develop an understanding of why plants have roots.

Materials:
a house plant
newspaper
paper and crayons
an instrument to dig the plant out of the pot

Description: Ask the children why plants don't fall over - why do they grow straight up in the air? Tell the children you can find out together.

Spread newspaper on the floor in the area where you plan to work. Wet the soil around the plant and tell the children to gently take turns loosening the soil. After the soil is loose, gently pull the plant out of the pot. Take the plant to the sink and wash the remaining dirt off the roots. Place the entire plant on a piece of paper and let the children look at it very closely. Explain the purpose of the roots is to anchor the plant firmly into the soil and prevent it from falling over. Roots also absorb water and air and store food for the plant.

Repot the plant. Encourage the children to draw a picture of the plant and its root system. Color the work sheet included in the book.

Activity Level: Application

Objective: Child will name parts of a plant and demonstrate how they fit together.

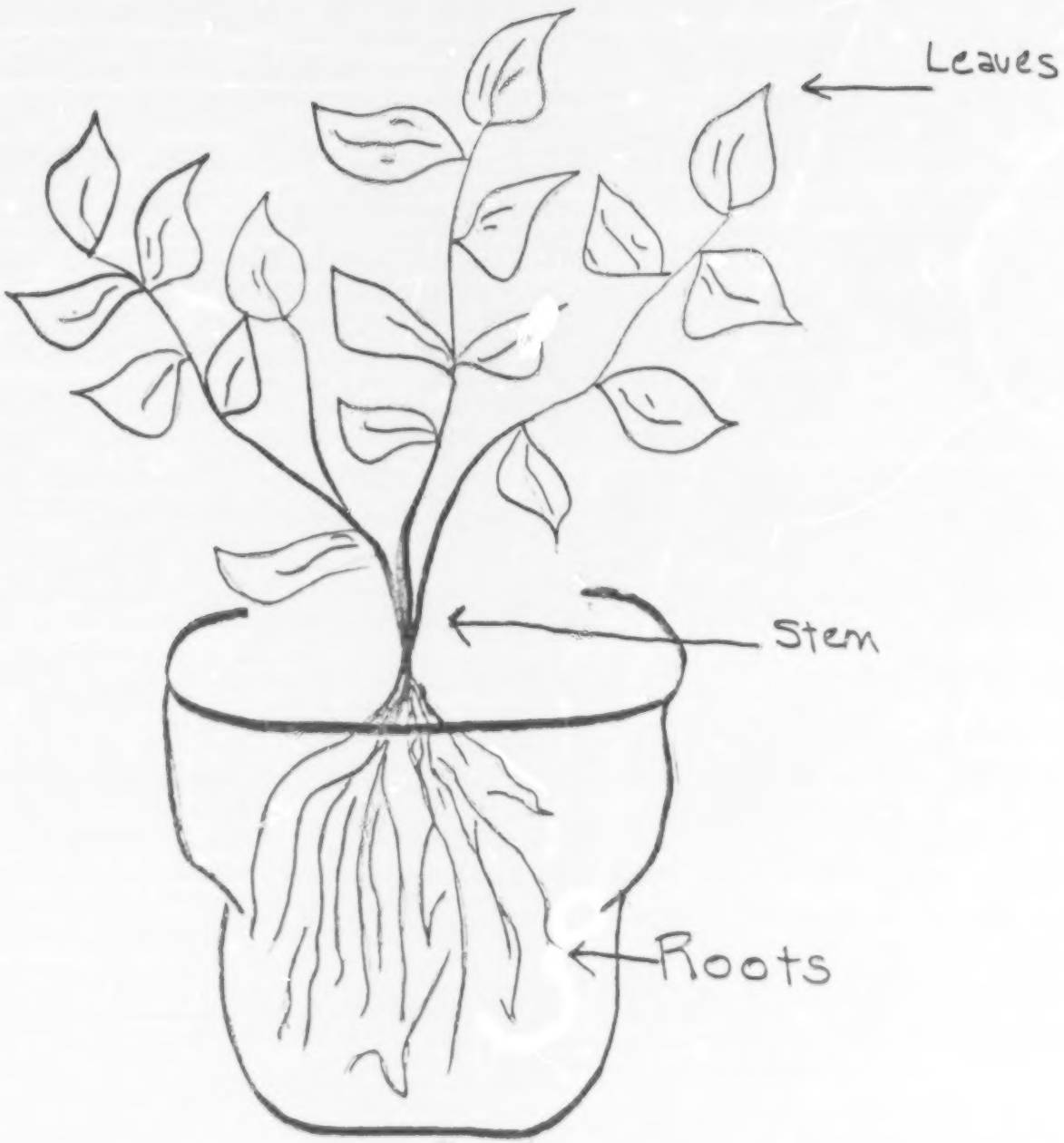
Materials: a puzzle of a flower (can be teacher made)

Description: Having seen the puzzle together, the child will name parts of plant while taking puzzle apart. Then put the puzzle back together.

Activity Level: Application

Objective: The children will classify plants into poisonous/nonpoisonous groups.

Materials:
clear photographs or
diagrams of common poisonous plants (poison ivy, poison sumack, poison oak
pictures of common plants


Leaves
Stem
Roots

Description: Ask the children what it means for something to be poison or poisonous. Define poison: any substance that causes a harmful effect to the normal body routine. Explain to the children that some plants are poisonous. Plants in the sumac family that are shiny and have three parted leaves are poisonous. They make the skin irritated, red, and itchy.

Give the children a stack of pictures containing common (house) plants and poisonous plants. Encourage them to put the plants into two groups Poisonous, not poisonous.

Activity Level: Application

Objective: The children will visit a plant store and/or greenhouse and see all different kinds of plants. Also learn different kinds of house plants such as cactus, ferns, african violets, etc.

Description: The children will go to the plant store and greenhouse and see all the different plants - learn catagories of plants. They will answer questions such as:

- Why do plants do well in a greenhouse?
- What sort of dirt do cactus need?
- What sort of dirt do ferns need?
- What about moisture for each?

Activity Level: Analysis

Objective: The child will paste together the different parts of a plant.

Materials: cut out pieces of a plant
glue
construction paper

Description: Teacher gives each child the different parts of a plant. Each child places the parts on the construct on paper in the correct manner. After the teacher sees it, the child pastes it on his/her paper.

Activity Level: Analysis

Objective: The child will find what's missing on pictures of different kinds of plants and draw the missing part.

Materials: teacher drawn pictures of plants
crayons

Description: Teacher gives each child a different picture of a plant or flower. The teacher asks what is missing on their picture. Then asks the child to draw the missing section.

Activity Level: Analysis

Objective: The child will learn that there is a tiny complete plant in every seed.

Materials:
lima beans (dried)
water
paper cups
dirt
water

Description: Teacher explains that in every seed there is a tiny, complete plant. In a lima bean we can see this. Children place lima bean in water in paper cup. Leave overnight. Next day, open lima bean and find all the parts. Also plant a lima bean in dirt. Ask children what plant needs to grow. (Water, sun, soil.) Children care for plants. Another activity would be to plant 3 lima beans (not water one) - cover other so no sun light gets in and put one in plain paper cup with no dirt. Children will see what happens to each bean.

Activity Level: Analysis

Objective: The child will answer why? questions about plants.

Materials: pictures of different plants and non-plants
questions:

- Why is a tree a plant?
- Why is this not a plant?
- Why are a tree and a flower alike?
- Why do plants need sun?
- Why do plants need water?

Description: Teacher holds up pictures and asks each child one question using the pictures as clues.

Activity Level: Synthesis

Objective: The children will become familiar with various flowers by collecting them and making a scrap book.

Materials:
scrap book
wild flowers
library book on wild flowers
newspaper

Description: Encourage the children to look for flowers everywhere. Flowers grow in woods, fields, mountains, middle of sidewalks - many places. Have the children collect as many flowers as they can and bring them to school. Teach the children to press their flowers and keep them in a classroom scrap book.

Pressing flowers:

1. Place each flower between a few sheets of paper towel or newspaper. Make sure the flower's petals and leaves are all face up on the same side.
2. Stack all the flowers the children prepare this way together. Put some very heavy books on top of the stack.
3. Wait a few days and let the flowers completely dry.
4. Tape the dried flowers into pages of a scrap book.
5. Write the scientific and common name of each flower on each page.

Activity Level: Synthesis

Objective: Each child will make a paper flower that can be used to make a bouquet.

Materials:
colored tissue paper
pipe cleaners
green paper
tape/glue

Description: Encourage the children to make a flower using the colored tissue paper. Encourage the children to be imaginitive.

1. Cut a long narrow piece of colored paper
2. Cut slits along both sides of the paper
3. Gather the paper together the long way
4. Twist one end of a pipe cleaner around the center--fan the paper to look like petals
5. A piece of green construction paper can be taped around the pipe cleaner so it looks more like a stem
6. Cut out leaves using the construction paper

Activity Level: Synthesis

Objective: The children will begin to understand how the water rises up into plants.

Materials:
2 paper cups
2 colors of food coloring
1 stalk of celery

Description: Children will cut celery up the middle from bottom about ½ way up. Next, put water into 2 cups. Add different food coloring into each cup. Place one side of celery into 1 cup and other side into other cup. Colors will rise into celery dieing the different sides into different colors.

Children answer questions to help understand what happens.

- Why does the color rise in the celery?
- Does the color change as they reach the top?
- What happens to the water?

Activity Level: Synthesis

Objective: The child will discover from a blown up diagram of a plant that it has other parts such as a pistal, steman, etc.

Materials: diagram of a plant
flower (real)

Description: The child is given the diagram of the plant and real flower. Teacher asks child to name basic parts of the plant such as roots, leaves, stem, petals. The the teacher asks, "Are there parts we did not name? Let's see how many other parts we can find and name them?" (Match diagram with real flower.) Also, talk about how the flower is fertilized.

Activity Level: Synthesis

Objective: The children will discover through books and nature walks, that some plants grow wild and others are planted by man.

Materials: books about all kinds of plants
(wildflowers - trees - seed booklets - houseplants, etc.)

Description: Teacher and children look through all kinds of books about plants. Teacher points out wild plants plus plants grown by man. Also, visit plant stores, go for walks in the woods, botanical gardens, vegetable garden, etc. Child will realize that some are planted, others are wild. Talk about how wild seeds are planted. (Squirrels, wind, bees, etc.)

Activity Level: Synthesis

Objective: Given materials for collage, children will create picture that represents spring to them.

Materials: branches
paper
cork
seeds
glue, etc.

Description: Before giving out materials, ask children what things happen in spring. After this, give out paper and glue as well as a variety of materials for collage. Tell children to make a picture of something that makes them feel it is spring. Teacher might make sample collage, but be careful to point out that each child should do something different.

Activity Level: Evaluation

Objective: The children will be able to evaluate the best plant for himself given his own environment.

Materials: pictures of plants or
real plants

Description: Given pictures of plants, the child will decide what plant would be best for his room? Could begin with gross differences and end with deciding between houseplants because of lighting, watering, etc. Child will also tell why he chose the plant.

PLANT UNIT BOOKLIST

Zion, Gene. The Plant Sitter. Scholastic Book Services.

This is a paperback book about a little boy who sits for people's plants while they go on vacation. The plants grow and grow until they almost take over the house. Then the little boy learns how to trim the plants and grow new plants. A good lesson on planting from something other than seeds.

Fine, Aaron. Peter Plants a Pocketful. Oxford University Press.

A story book about a little boy who planted some seeds. Then he moved and they tore down his house and built a playground. He came back to discover his seeds had grown very big.

Scott, Foresman, & Company. Jack and the Bean Stalk. Glenview, Scott Foresman and Company, 1967.

Weil, Lise. The Little Chestnut Tree Story. New York: Scholastic Books, 1973.

Murray, Marian. Plant Wizard. New York: Collier Press, 1970.

Bentley, Linna. Plants That Eat Animals. New York: McGraw-Hill, 1968.

Dickinson, Alice. The First Book of Plants. New York: Watts Press, 1953.

Rahn, Joan Elma. Seeing What Plants Do. New York: Atheneum, 1972.

Selsam, Millicent E. Play With Plants. New York. Morrow Publishing Co., 1949.

Zim, Herbert S. What's Inside of Plants. New York: Morrow Company, Inc., 1952.

Fenten, D. X. Plants for Pots: Projects for Indoor Gardeners/ New York: Lippincott, 1969.

*Soucie, Anita Holmes. Plant Fun: Ten Easy Plants to Grow Indoors. RC8799. Practical pointers for beginners on growing 10 hardy house plants.

HOME ACTIVITIES

Unit: Plants

Activity 1. Discuss the purposes of plants with your child. Some purposes are: 1) food for people (corn, strawberries, beans, etc.) 2) food for animals (grass for cows and horses) 3) Shade for our homes from trees 4) beauty (flowers and house plants) 5) they make oxygen.

Activity 2. Talk to your child about the different kinds of plants that are in your house or yard and examine their texture and shape. Expand your child's vocabulary by using correct names for various plants whenever possible.

Activity 3. Plant a small garden, or if that's not possible use flowerpots or put a sweet potato in a glass of water and watch it sprout. If your child is interested give them the responsibility of caring for the garden or plants.

Activity 4. North Carolina has several beautiful public gardens. Plan an outing to one of them. One is on the campus of Duke University in Durham.

FARM UNIT

Activity Level: Knowledge

Objective: The children will look at pictures of several different kinds of farms.

Materials: Pictures of different kinds of farms.

Description: The children will be shown different pictures of farms. The teacher will describe the different functions of each farm and point out how one farm is different from another.

Dairy Farm is a farm that's main function is to get milk to sell on the market. On a dairy farm, the cows are fed and bred to produce milk.

Fruit Farm is a farm where different kinds of fruit trees are grown and the fruit is picked to sell. (Trees could be: apples - oranges - peaches - plums - lemons - grapefruit.)

Vegetable Farm is a farm where only vegetables are grown and picked for selling.

Grain Farm is a farm where only grain is grown to be cut and sold on the market.

Activity Level: Knowledge

Objective: The children will increase their vocabulary by defining new words and labeling new pictures.

Materials:
Pictures of a farm
Pictures of farm animals or toy farm animals
Pictures of farm buildings
Pictures of farm equipment

Description: While looking at pictures of farm animals, buildings, and equipment (use of equipment) and labeling them with the teacher, the children will learn new words and define them.

Vocabulary: Animals

Cows	Pigs	Goats	Geese
Horses	Chickens	Ducks	

Vocabulary, cont. Buildings

Barn
Chicken coop
Pig stye
House

Equipment

Tractor: Plows the field
a. Grain Drill: Plants the seeds
b. Cultivator shovels: digs, chops, and weeds.
c. Mowing machines - cut down grass - hay - wheat.
d. Baling machines: tie hay into bales.

Combine: Cuts the grain, gathers it and stores it.

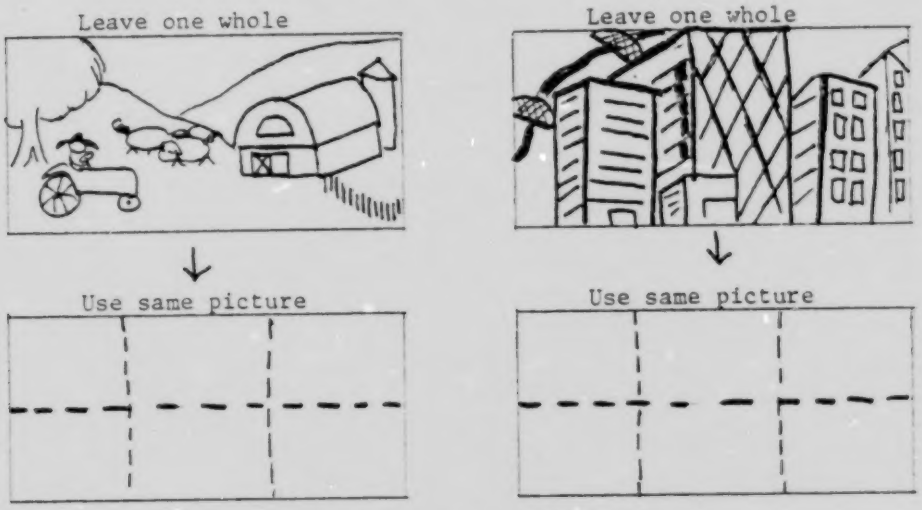
Activity Level: Comprehension

Objective: The child will discriminate things that belong on a farm from things that belong in the city.

Materials: Puzzle
Lotto game - 2 game cards - 2 sets of cards of six

Description: The children are given one of two boards either a city or the farm, small cards are placed in the middle of the table, each child picks a card in turns. The one who fills up large game card first wins the game.

Teacher: Draw pictures of a farm scene. Make two just alike.
Draw pictures of a city scene. Make two just alike.



These are your small cards
children match

Activity Level: Comprehension

Objective: The children will demonstrate knowing what a fruit is by telling or naming a fruit (vegetable) to sing in the song.

Materials: Could use a plastic fruit or
paper fruit

Description: Sing: I wish I was an apple hanging on a tree and every-time old Cindy (use a child's name in the classroom) passed she'd take a bite of me.
Get along home, Cindy, Cindy
Repeat twice
I'll marry you someday
Then each child tells a fruit to sing about, using their name.

Activity Level: Comprehension

Objective: The child will recognize the sound of farm animals and label them.

Materials: Record of farm animals and
Pictures of farm animals

Description: The teacher will play the record of farm animal sounds and ask the children what makes each sound. The children will either verbalize each answer or point to the picture of the animal.

Activity Level: Application

Objective: Given familiar objects such as dried chicken bones, the child will be able to sort or group according to specified dimensions as set by the teacher.

Materials: Chicken bones
Lamb bones
Bones from pig
Bones from cow

Description: Save bones from a boiled chicken. Allow to soak in alcohol 2-3 days for sterilization. Let dry thoroughly. 1) can be used for heightening kinesthetic awareness - rough or smooth, thin or fat, wide, flat.
2) Sequencing smallest to largest
3) Counting
4) Telling parts of a whole - "Which would you find in a drum stick? Breast? Wing?" etc.

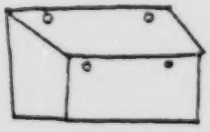
Activity Level: Application

Objective: Given familiar materials such as a medium size grocery box, tag board, paper fasteners and tempera paint, the child will be able to construct a barn and silo.

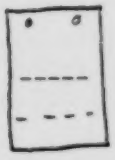
Materials:
1)Unpainted medium size grocery box
2) Tagboard
3) Paper fasteners
4) Whole puncher
5) Tempera Paint (red and black)

Description:
1) Pre-punch 2 holes of equal distance apart on both sides of box at top.
2) Pre-punch corresponding wholes at top and bottom of tag board which should be same width as sides of box for easy attachment with paper fasteners for room of barn.
3) Children may paint barn red and can also paint on doors or windows with black paint (or cut out)
4) Silo may be assembled by pre-punching a hole at top and bottom of both sides of tag board. Child may fold and attach with paper fasteners. Paint red or black. Precut round circle from tag board for room of silo. Cut sketch:

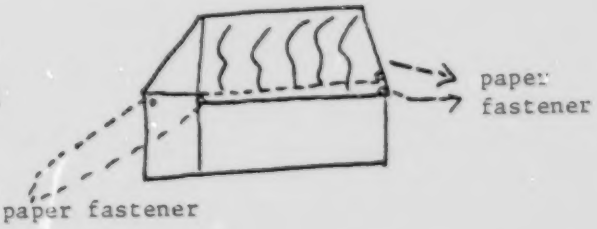
1. Box



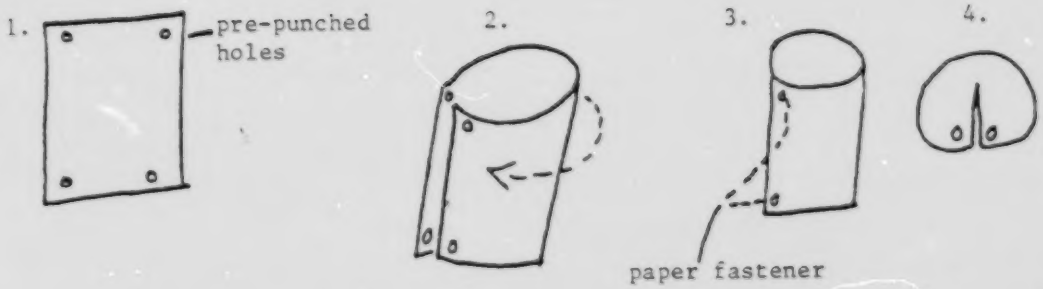
2. tag board for roof



3. finished product



2. Silo

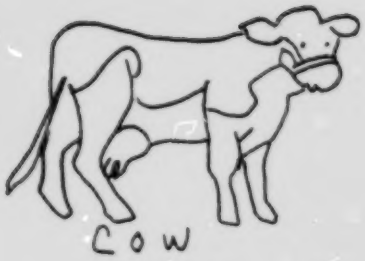


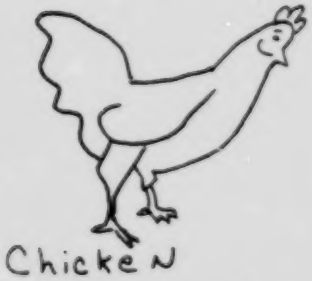
Activity Level: Analysis

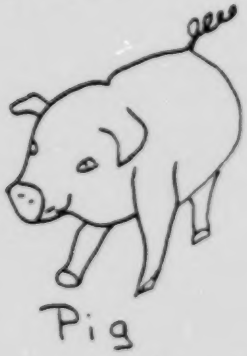
Objective: Given the direction, "draw a line from the animals to something that they give us", the child will be able to select appropriate objects with no rule given.

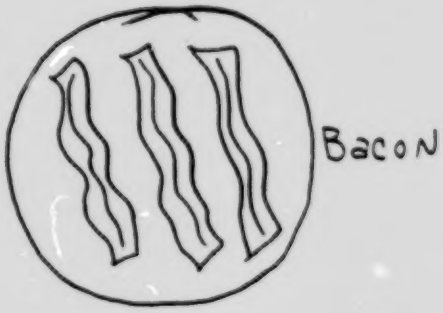
Materials:
1) Worksheet
2) Crayons

Description:
1) Worksheet should include following direction: Draw a line from the animals to something that they give us. Color the pictures.
2) Animals can be traced or done free hand - include cow, sheep, chicken, pig - on left side of paper. The opposite side should include following objects (sketched) in a column (randomly placed) - eggs, bacon, milk, wool sweater.







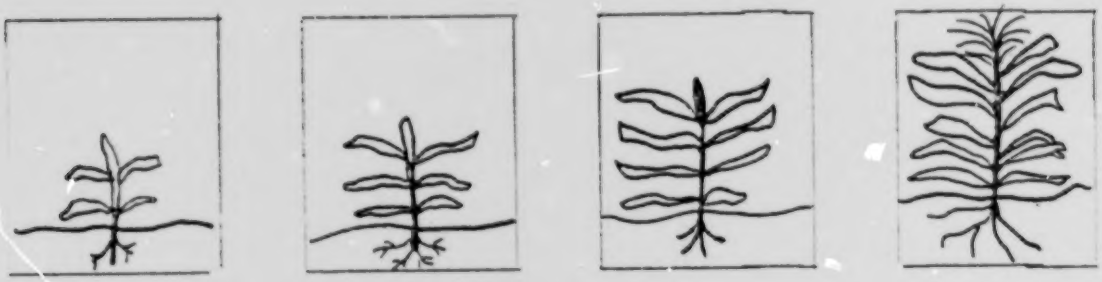


Activity Level: Application

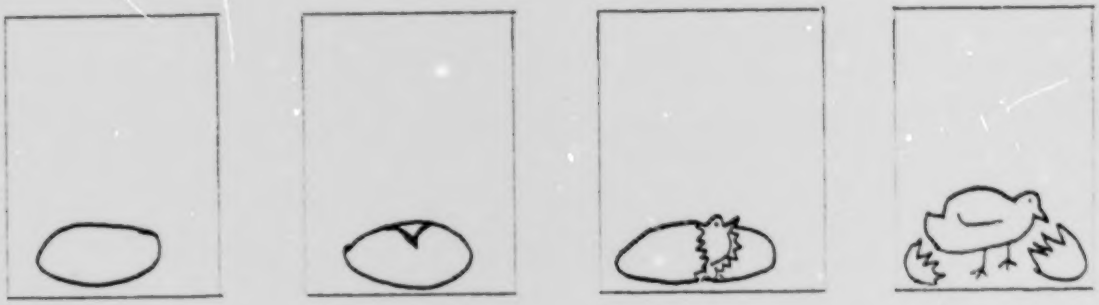
Objective: The child will sequence a story in pictures in the correct order.

Materials: Pictured sequence story

Description: The children are given as set of four or more pictures and asked to put pictures in the correct order. Having done this, the children are asked to tell a story from the pictures.



Corn growing



Egg hatching
&
others

Activity Level: Application

Objective: The child will classify farm animals into different categories.

Materials: Pictures of farm animals or Toy farm animals — Two round circles

Description: The child is given 2 round circles and toy farm animals or pictures. The teacher tells the child we are going to think of new ways to think about farm animals. Can you put all the <u>big</u> farm animals into 1 circle and all the <u>little</u> farm animals The animals could also be classified into other groups such as:
2 legged - 4 legged
White - Brown
Eatable - non-eatable
Mammals - non-mammals

Activity Level: Analysis

Objective: The children will answer "why" questions about the farm.

Materials:
Picture of a farm
Pictures of buildings
Pictures of equipment
Pictures of animals

Description: The children are shown a picture of a farm and asked questions about the farm. Such as:
Why does a cow belong on a farm?
Why does a pig belong on a farm?
Does this tractor belong on a farm?
Does this building belong on a farm?

Activity Level: Analysis

Objective: Given new pictures of animals, the child will tell if it could be a farm animal or not.

Materials: Pictures of animals

Sheep	elephant	monkey
rabbit	zebra	tiger
cat	peacock	lion
dog	mule	bear

Description: The children are given several pictures of animals and are asked to decide whether or not the animal could be on a farm or not and why.

Activity Level: Analysis

Ojbective: The child will answer questions about how things on the farm are alike? Different?

Materials: Pictures of farm equipment
animals
buildings

Description: The children are shown different pictures of things and asked why they are alike? And why they are different?
Why are a cow and horse alike? Different?
Sheep and goat?
Why are a tractor and a hoe alike? Different?
Wheel barrow and truck
Cat and dog
Chicken and duck
Barn and house
cow and pig
Scythe and mowing machine

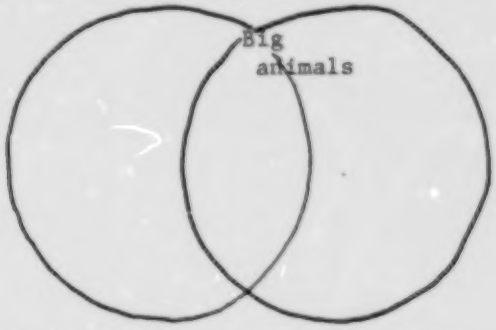
Activity Level: Analysis

Objective: The children will classify farm related things into 3 categories.

Materials: Pictures of farm animals
Pictures of farm equipment
Pictures of farm buildings

2 round circles
(made of cardboard)
24 inch diameter

Description: The children are given the pictures and circles and told to place all the big equipment in one circle, all the animals in a circle and all the big animals in the over-lapping area.



Other ways the circles could be used are:

Small tools	Electric tools	Big tools
Buildings	Animal Buildings	Animals
2-legged animals	Eatable animals	4-legged animals

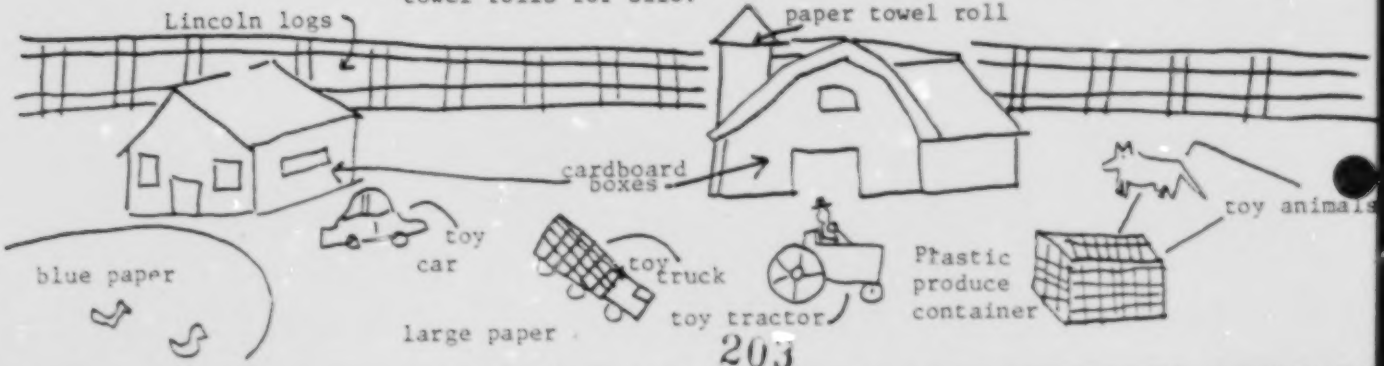
Activity Level: Synthesis

Objective: The children will build a small replica of a farm.

Materials:

Small cardboard boxes	Paint (green-blue-red)
Toy tractors and cars & trucks	large sheet of paper
Toy animals	scissors
Lincoln logs	plastic produce containers
Paper towels rolls	blue paper

Description: This is a project the children could work on for a week or more, building on over a period of time, using any or all materials above until all was completed to their satisfaction. They would paint boxes for farm buildings, use toys for animals and equipment, use plastic containers for pens for the animals, paint the large sheet of paper for grass or grain and paper towel rolls for silo.



Activity Level: Evaluation

Objective: The children will decide what would be the best equipment to have on a farm.

Materials: Pictures of farm equipment

Description: Teacher asks the children, out of all the farm equipment, what would be the best to have on a farm? and why?

Farm Unit Songs and Poems

Songs: "Paw Paw Patch"

Where, oh where is dear little Mary,
Where, oh where is dear little Mary,
Where, oh where is dear little Mary,
Way down yonder in the paw paw patch.

Come on boys, let's go find her,
Come on boys, let's go find her,
Come on boys, let's go find her,
Way down yonder in the paw paw patch.

Picking up paw paws, put 'em in your pocket,
Picking up paw paws, put 'em in your pocket,
Picking up paw paws, put 'em in your pocket,
Way down yonder in the paw paw patch.

"I Wish I Was An Apple Hanging On A Tree"

I wish I was an apple, hanging on a tree.
And everytime old Cindy passed
She'd take a bite of me.

Get along home Cindy, Cindy,
Get along home Cindy, Cindy,
Get along home Cindy, Cindy,
I'll marry you some day.

Note: The name and the fruit can be changed.

"Oats, Peas, Beans and Barley Grow"

Oats, peas, beans and barley grow
Oats, peas, beans and barley grow
Do you or I or anyone know?
How oats, peas, beans and barley grow?

"Do you know the Muffin Man"

Oh, do you know the muffin man, the muffin man,
the muffin man,
oh, do you know the muffin man
who lives in Drury Lane?

Oh, yes we know the muffin man, the muffin man,
the muffin man,
Oh, yes we know the muffin man
who lives in Drury Lane

Poems:

"I Eat My Peas With Honey"

I eat my peas with honey.
I've done it all my life.
It makes the peas taste funny,
But it keeps them on the knife.

"Hickety Pickety My Black Hen"

Hickety Pickety my black hen.
She lays eggs for gentlemen
Sometimes 9, sometimes 10.
Hickety, Pickety, my black hen.

"Little Boy Blue"

Little Boy Blue come blow your horn,
The sheep's in the meadow
The cows in the corn
Where is the little boy who looks
after the sheep?
Under the haystack fast asleep.

"Hey, Dittle, Dittle, the Cat and the Fiddle"

Hey, Dittle, Dittle, the Cat and the Fiddle
The cow jumped over the moon.
The little dog laughed, to see such a sport
and the dish ran away with the spoon.

"Tom, Tom, The Piper's Son"

Tom, Tom, the piper's son
Stole a pig, and away did run.
The pig was eat and Tom was beat
And Tom went running down the street.

Finger Play: "High Up In the Apple Tree"

High up in the apple tree (point up.)
Two little apples smiled at me. (Hold 2 fingers up and smile.)
I shook that tree as hard as I could (pretend to shake tree.)
Down came the apples (lowering your hands from a raised position and wiggle fingers at the same time.)
M-m-m-m - they were good. (Rub your stomach with hand.)

Farm Unit Book List

Ginsburg, Mirra. The Chick and the Duckling. MacMillan Company, New York.

A short story (simple) about a chick and duckling. The chick hatches and they do everything together until the duck goes for a swim and then the chick almost drowns.

Blanco, Josette, Maner, Restrop and Wits, Purton. On The Farm. Child's play International, Ltd., 1975.

Pictures only with guidelines for asking deductive questions and focusing on dramatic and often amusing sequences.

Our Veronica Goes to Petunia's Farm. Veronica is misunderstood and her animal friends rally to help her. #CB 153.

Bright Barnyard. A cat watches as the barnyard fowl are fed. The sparrows, pigeons, and and rabbits come to share in the feast. #CB 127.

The Hen That Kept House. A hen, duck, and rabbit keep house for the farmers family. But they leave the farm house in a shambles. #CB 144.

Twinkle, The Baby Colt. Twinkle, a baby colt, decides to run away after a scolding. But lonliness, a storm, and an eagle make him return to his mother. #CB 128.

Veronica's Smile. The story of a hippopotamus who learns that she, too, is useful to her friends. #CB 144.

HOME ACTIVITIES

Unit: Farm

Activity 1. At breakfast (or other meal) talk with your child about the fruit trees and farm animals and grain fields from which your food has come. Notice the weather and relate this to good or bad conditions for farming. Comment on the farmers' need for sunshine and rain to make seeds grow.

Activity 2. Using old magazines and catalogs, let the child make a farm by cutting out pictures of animals, plants and people and pasting them on a cardboard or large brown bag that has been opened up flat. You may help plan the layout and items such as a house, barn, etc., if the child asks for help. Encourage the child's creative efforts on this project since no two farms are the same.

Activity 3. When traveling outside the city, point out the structures, animals, crops, fruit trees, etc. of the farms. Note the watering holes for the livestock and grain fields that are retained for feeding livestock.

Activity 4. If planning a rather lengthy trip, play a game by assigning values to certain things seen on the farms, i.e., black horse - 5 points; silo - 2 points, etc. Have two teams such as father-daughter and mother - son so that adults can help keep score while children are busy looking for new objects.

Activity 5. Note young calves, pigs, lambs and kids and help child recognize the young animals and be able to name the young as well as match them to grown animals. These animals can best be seen by driving to a farm one day for a field trip. Many farmers will be pleased to show you their animals, fields and machinery for a brief visit. Your county agricultural agent could help you locate a farm to visit.

INSECT UNIT

Activity Level: Knowledge

Objective: The children will remember definitions and become familiar with the names of some insects.

Materials: Examples of a variety of insects mounted on paper or in jars

Pictures of various insects

Description: The children will listen to the definition of insects. Insects are small animals with six legs. Most insects have wings. A bug is another name of an insect.

Suggested list of common insects:

bees	mosquito	cricket	dragon fly
moths	fly	ladybug	grasshopper
beetles	ant	cicada	fire fly
butterfly			

Activity Level: Knowledge

Objective: The children will learn the body parts of an insect.

Material: Diagram of insect ditto (see work sheet.)
or
chalkboard

Description: Tell the children they are going to learn about the parts of an insect. Insects have no bones. Their body is protected by a shell-like substance. Using the ditto, label the body parts of the insect for the children.

Fact:
Insects are born in the form of an egg.

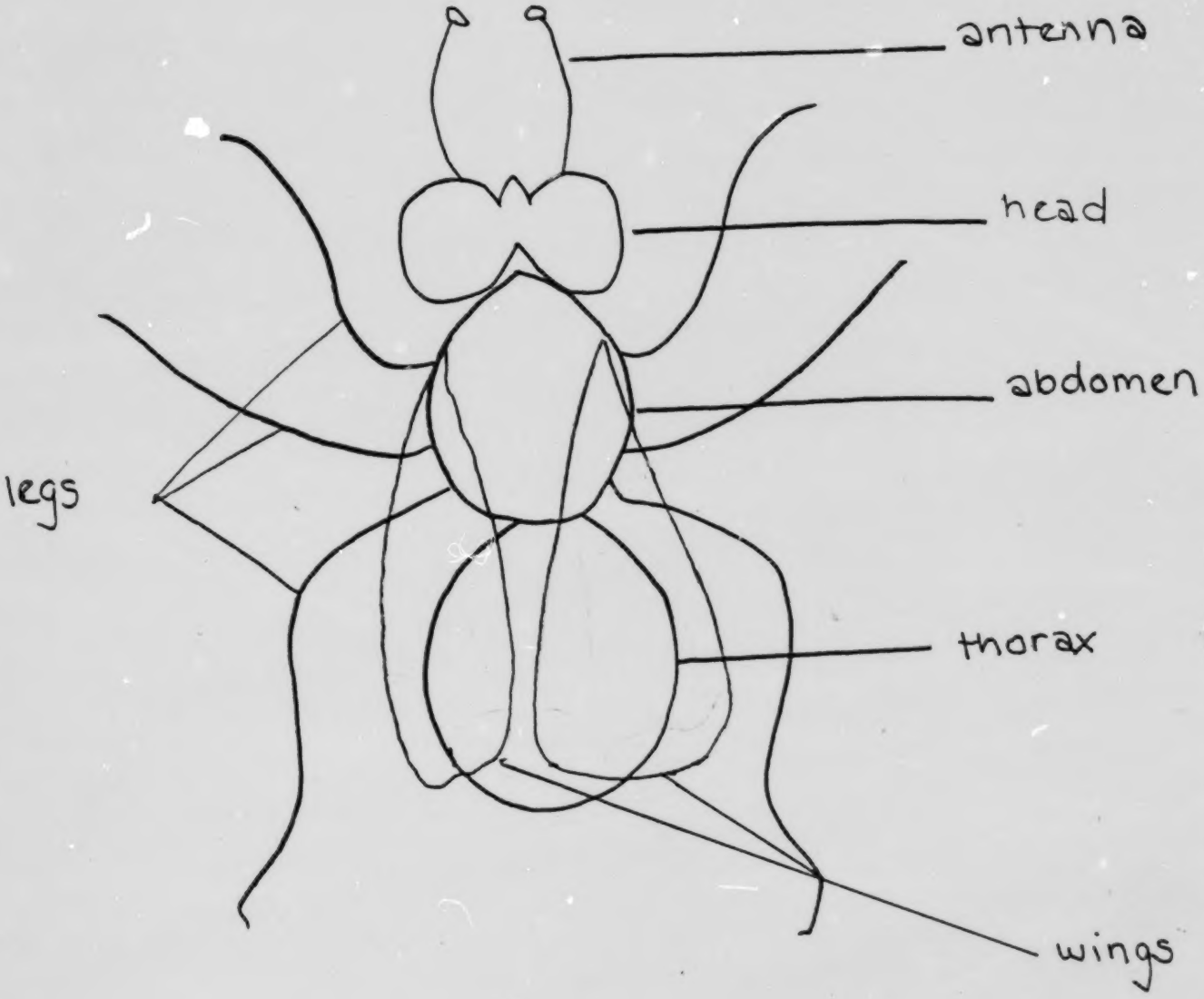
Activity Level: Knowledge

Objective: The children will label and recognize common insects.

Materials: Pictures of common insects or slides

List:

ant cow	cicada	butterfly	dirt dobber
ant lion	cockroach	mosquito	moth
bee	dragonfly	grasshopper	silk worm
beetle	flea	hornet	praying mantis


antenna
head
abdomen
legs
thorax
wings

Description: The teacher will show the children pictures of common insects and label each insect. Then asks each child to hold up her hand if she remembers the name of the insects as the teacher shows the pictures again. The child that remembers the most insects gets to be the leader for the day.

Activity Level: Knowledge

Objective: The children will learn a rhyme

Materials: "Buzz, Hmmm" - adapted from an old rhyme

Description: Divide the children into two groups. One half will be bees the other will be flys. Point to the "bee group" and tell them to buzz, point to the "fly group" and tell them to hmmm as you say the rhyme.

"Buzz" says the striped bee
"Hmmm" says the fly,
"Buzz" and "Hmmm" together they cry.
"Buzz" and "Hmmm" they cry
and so do we!
Buzz, Hmmm! Buzz, Hmmm!
Buzz, Hmmm! Buzz, Hmmm!

Activity Level: Knowledge

Objective: The children will learn 2 rhymes about lady bugs.

Description: The teacher "says" the whole song. Next, the teacher and the children say the whole song or rhyme together. If a song, the last step is to sing the whole song together.

Rhyme

Lady bug, lady bug,
fly away home,
your house is on fire
your children will roam.

Learn to sing about lady bugs. To the tune of "Oh Where, oh Where has My Little Dog Gone"

Oh where, oh where has my lady bug gone,
Oh where, oh where can she be?
With a polka-dot dress and her silvery wings
Oh where, oh where can she be?

Activity Level: Knowledge

Objective: The children will learn a song naming the body parts of insects.

Materials: Musical Instruments (optional)

Description: (See Lady Bug Song for instructions on teaching the song.) Sing this song to the tune of "The Farmer in the Dell"

Oh, insect is my name.
Three body parts have I,
Six legs, antennae two,
And wings with which to fly.

Activity Level: Knowledge

Objective: The children will learn specific facts about the lady bug/lady beetles.

Material: Jar with Lady Bug
or
Lady Bug pictures

Fact: 1. It eats insects that threaten crops.
2. Considered lucky if you catch one.

Description: As the teacher shows the children the lady bugs in a jar, she gives the children some facts about them. The children will recall the facts when the teacher reviews the information.

Activity Level: Knowledge

Objective: The children will learn a finger play about bees.

Material: The Behive by Emilie Paullson (from Finger Play for Nursery and Kindergarten).

Here is the bee hive (hold up clenched fist)
Where are the bees?
Hiding away where nobody sees?
Look! They are coming out! (loosen fist)
They are all alive!
One, two, three, four, five! (lift fingers one at a time)

Description: (See songs about lady bugs for instructions.)

Activity Level: Knowledge

Objective: The children will learn facts about wasps.

Material: Picture of a wasp
Dried out wasp nest

Fact:
1. Most wasps build an open next.
2. Unlike the ant and the bee colony where there is only one queen for each community, the wasp community can have several queens.
3. Wasps sting only when provoked.

Description: As the teacher shows the class pictures of wasps, she/he gives the children the above facts about them. The children will recall the facts as the teacher reviews the pictures.

Activity Level: Knowledge

Objective: The children will learn specific facts about ants.

Materials: An ant farm
Several ants in a glass jar

Description: The teacher can read the following information about ants and become familiar with the facts. Present the material that is most interesting to you. The children recall the facts after the teacher states them.

Ant:
1. A young queen ant chooses a mate and flies out of the community to form a new ant colony.
2. After the queen ant finds a place she thinks will make a good home, she looses her wings and starts to dig tunnels through soft dirt with her teeth.
3. Some queen ants live to be 15 years old.
4. Some enemies of ants are spiders and dragon flies.
5. The ant can carry materials several times its own weight.

Activity Level: Knowledge

Objective: The children will learn facts about mosquitos.

Fact:
1. Mosquitos can be found in every country in the world.
2. Some mosquitos carry diseases.
3. Bats, birds, and dragon flies eat mosquitos.
4. When a mosquito bites, it sucks a little blood and puts a fluid in your skin that forms a welt and starts itching.

Description: (See description of wasp.)

Activity Level: Knowledge

Objective: The children will learn facts about grasshoppers

Material:
Grasshopper in a jar
Pictures of grasshopper
Recording of the sound grasshoppers make

Facts:
1. Grasshoppers can jump twenty times its length across a field. If you could jump as well, you would jump over a house.
2. They have wings, but they usually jump from one place to another, not fly.
3. They rub their legs together to make "music".
4. Grasshoppers eat the crops the farmers are growing.
5. This insect spits a brown juice when they are in danger. It is a tobacco-like juice.

Description: (See description of wasps.)

Activity Level: Knowledge

Objective: The children will learn some specific facts about dragon flies.

Materials:
Photographs of dragon flies
Dragon flies in a glass jar

Facts:
1. The dragon fly is considered a beautiful insect.
2. Dragon flies are helpful insects because they eat flies and mosquitos.
3. They have the best eyesight of all insects.
4. Unlike most insects, dragon flies have teeth.
5. The eggs of a dragon fly are layed in the water. A tiny dragon fly called a "nymph" hatches out of each egg.
6. Dragonflies frequently roam in bands of 12 or more along a beach or body of water.
7. The dragon fly has two sets of wings. Each set of wings moves independently from the other set.

Description: (See description of wasps.)

Activity Level: Knowledge

Objective: The children will learn specific facts about crickets.

Materials: Cricket in a jar
Pictures of a cricket

Facts:
1. Crickets live to be about two years old.
2. Like the dragonfly they have two pairs of wings
3. Crickets have a keen sense of hearing.
4. Their ears are on their front legs just below their knees.
5. In China crickets are kept because they are thought to bring good luck.
6. Crickets rub their wings together to make "music".
7. Damage growing crops.

Description: See description of wasps.

Activity Level: Knowledge

Objective: The children will learn specific facts about the butterfly.

Materials: Pictures of butterflys
or
Jar with butterfly

Facts:
1. Butterflies sip nector from flowers.
2. They have hooked feet and can hang from them.
3. Some butterflies fly (migrate) south for the winter.
4. The monarch butterfly (black and orange) is poisonous to other insects to eat.
5. There are four stages to the life of a butterfly - egg, caterpillar, cocoon, and butterfly.

Description: See description of wasps.

Activity Level: Knowledge

Objective: The children will learn some facts about the praying mantis.

Material: Photograph or slide of praying mantis.

Facts:
1. Praying mantis eat other harmful insects.
2. They don't chase their prey but hide in the bushes and wait for them to come within reach.
3. They are always hungry!

Description: See description of wasps.

Activity Level: Knowledge

Objective: The children will learn specific facts about the Bee.

Materials: Bees in a glass jar
A tape recording of bees
Photographs of bees

Description: The teacher can read the following information about bees and become familiar with the facts. Present the material that is most interesting to you. The children recall the facts while looking at bees.

Bee:

1. There are two kinds of bees - honey bee, bumblebee
2. Bees live in colonies or communities
   a) Bumblebees sometimes build burrows underground or in wooded areas.
   b) Honey bees usually build hives.
3. There are three types of bees found in a bee hive.
   a) The females who are the worker bee.
   b) The drones or males
   c) The queen bee.

Activity Level: Comprehension

Objective: The child will label parts of an insect's body.

Material: Ditto of insects body (See worksheet).
Crayons or water paints.

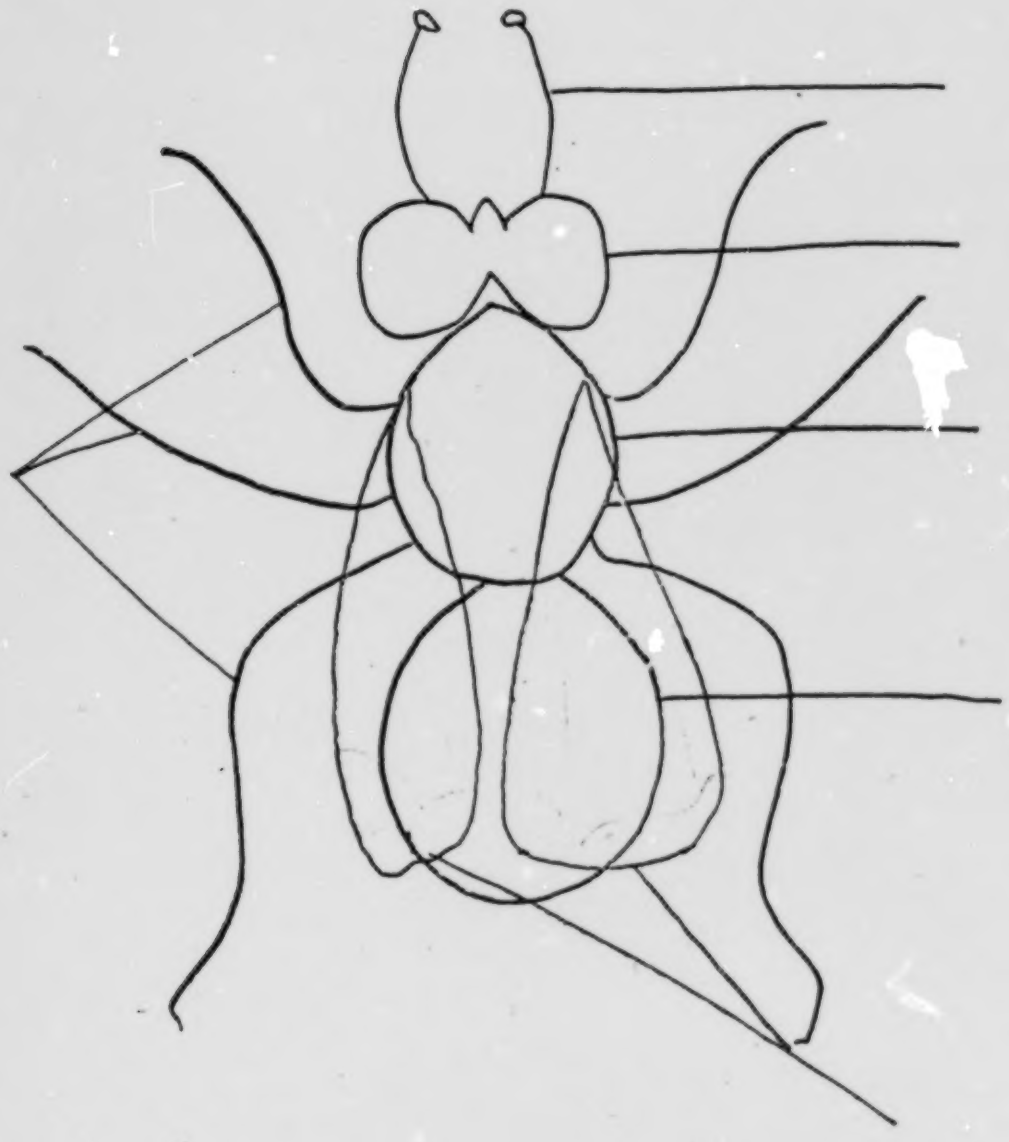
Description: Using a diagram of an insects body, point to each major part and ask the child to label each part. Encourage the child to color the picture after labeling it.

Activity Level: Application

Objective: Children will classify insects.

Materials: Labeled pictures of insects
Loops

Description: The children will classify pictures of insects into three categories: flying, crawling, flying and crawling. Ask the children when they see an insect, how does it usually move?



Possible list: Ant (young queen ants fly and crawl)
bee
beetle
cricket
flea
grasshopper (both)
Cockroach
Praying mantis
mosquito
dirt dobber (both)

Activity Level: Application

Objective: The child will construct a project that will describe/show the life cycle of a butterfly.

Materials: Any materials the child thinks she/he can use to make a visual representation of the life cycle.

Examples:

Oak Tage	Yarn	Pipecleaners
Clothes pin (wooden)	Buttons	Construction Paper

Description: Tell the children the steps involved in the life cycle of a butterfly. Ask them to use the materials you put out to picture or sequence the cycle.

Life Cycle:

Some insects like butterflys and moths go through a special life cycle. Listen and see if you can remember each step of the life cycle.

1. The mother (female insect) lays a <u>small egg</u>. Inside the egg is a tiny baby.
2. The baby makes an opening in the egg and comes out as a <u>caterpillar</u>. The baby then eats the egg sheil.
3. The caterpillar eventually attaches itself to a plant and <u>spins a cocoon</u>.
4. The caterpillar stays in the cocoon for several days.

5. Inside the cocoon the caterpillar is turning into something very special.
6. One day the cocoon rips open and out flys a butterfly.

Possible example of life cycle:

Egg (Cardboard) | Caterpillar (Painted clothespin) | Cocoon (Cardboard covered with yarn) | Butterfly (Painted clothespin with wings attached)

Activity Level: Analysis

Objective: The children will make lady bug costumes.

Materials: Antenna:
3 inch strips of construction paper
pipe cleaner

Wing:
Orange oaktag
Black oaktag
String
Glue
Camera

Description: This project might take two or more days to finish. Tell the children they are going to make ladybug costumes that they can wear when they say the lady bug riddles. They can pretend they are bugs! The teacher can photograph the children during this activity and show the pictures to the children later.

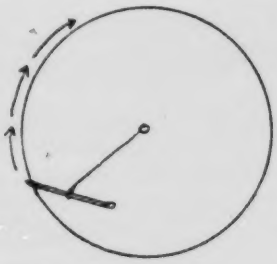
Procedures: I. Antenna:
a) let the children take turns measuring strips of construction paper to fit on each others heads. Staple a strip of paper together to fit each child's head.
b) attach pipe cleaners to the construction paper twisting them to look like antennas.

II. Lady bug wings:
a) cut a piece of string 9½" long and tie a pencil

to one end to make a "string compass".

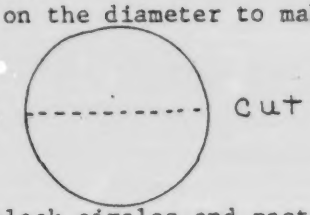
b) on a large piece of orange oaktag, draw a circle by holding the free end of the string steady with your thumb and drawing a circle with the pencil.

Example:



c) cut out the circle

d) cut the circle on the diameter to make the wing



e) cut out small black circles and paste them on both wings.

f) cut two strips of orange oaktag and attach them to the underside of the wings. The child will slide her/his arms through the loop to keep the wings in place.

Activity Level: Analysis

Objective: The children will classify insects into two groups: helpful or harmful.

Materials: Photographs or drawings - of common insects

two boxes: one labeled "helpful", the other "harmful"

Description: The children will be given several pictures of insects and asked to put them in the appropriate box. Children should be able to give reasons for each classification.

Examples:

Helpful Insects

1. Dragonfly - eats flies and mosquitos - beautiful
2. Crickets - considered good luck
3. Butterfly - eats small insects - beautiful to look at

Helpful Insects, continued:

4. Praying mantis - farmers buy them and put them in their fields so they'll eat harmful insects. They are always hungry.
5. Bee - makes honey
6. Lady bug - eats insects that threaten crops - considered lucky if you catch one.

Harmful Insects

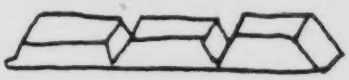
1. Wasps - sting
2. Ant - some ants bite - will spoil human's food
3. Mosquito - some carry diseases - bite and leave a welt that itches
4. Grasshopper - eats farmer's crops - spits brown juice
5. Crickets - eats growing crops
6. Bee - will sting people

Activity Level: Synthesis

Objective: The children will make "insects' using a variety of household materials.

Materials: pipe cleaners
(paper) egg cartons
buttons
tooth picks
water paints

Description: The teacher can cut the egg cartons into sections of three



← 3 sections of an egg carton

Give each child a section of the egg carton and ask them what part of an insect the egg carton might look like. The egg carton can represent the head, thorax, and abdomin. Remind the children of the definition of an insect: insects are small animals with six legs. Most insects have wings. Encourage the children to use the remaining materials to complete the bug. The children can paint the insect if they want to.

Activity Level: Synthesis

Objective: Play musical instruments in a unique and unusual way.

Material: Percussion instruments
Imagination!

Description: Each child is given a musical instrument to play. (Give the children plenty of time to tune-up.) The teacher can take one child aside at a time and tell them to make music that sounds like an activity associated with insects. (Examples: hopping, flying, buzzing around flowers, crawling, stinging, etc.) As the child plays his "music", the other children will listen and guess what insect activity the child is imitating through his/her playing.

The more frequently the children play this game, the better they become.

Activity Level: Synthesis

Objective: The children will plan an experiment.

Materials: definition of insects/diagram of insects
magnifying glass
paper and crayons

Description: The children will be given a variety of small insects and spiders. For each "small animal" given, the children will produce a plan that will prove whether the animal does or does not fit into the class of insect.

Examples:

1. The children can list the physical characteristics of the animals and compare it to the definition of insects.
2. Compare the appearance of the animal to a diagram of an insect.
3. Write out the facts and definition of insects and examine the animal to see if it meets the requirements to fit into the class.

Activity Level: Evaluation

Objective: The children will decide which insects they would like to have in the fields if they were farmers.

Materials: pictures of common insects

Description: Turn the pictures face down and let each child pick one. Let each child take a turn and say whether or not they would want the pictured insect in their hand to be living in their fields.

Activity Level: Evaluation

Objective: The children will decide which insects are valuable to farmers.

Materials:
paper
crayons
tape recorder

Description: Ask the children to think about all of the insects we've talked about in class. Name some of the insects for the children.

Encourage the children to draw a picture of their favorite insect - the one they liked best.

After the children complete their pictures have everyone bring their picture and sit in a circle around the tape recorder.

Ask the children to explain why they drew that particular insect. Have them give as much information about the picture as possible. Play the tape back for the children after everyone has had a turn.

Activity Level: Art Project

Objective: The children will make a bee hive in order to better understand a bee and how it lives.

Materials:

balloon	water
paper mache'	large bowl
tempera paint	flour

Description: Ask the children if they can think of some of the "homes" different animals build. List some examples: birds build nests, rabbits build burrows, and bees build hives. let the children build a bee hive.

Procedure:
1. Blow up a cone-shaped balloon.
2. Tear a newspaper into strips 3 inches wide.
3. Make a flour and water mixture in the large bowl for the mache'.
4. Place several pieces of newspaper in the mache' mixture.
5. Cover the entire balloon with paper mache'.
6. Allow the "hive" to dry at least 24 hours.
7. Paint the hive with tempera paint.

Insect Unit Booklist

Arkhurst, Joyce Cooper. The Adventures of Spider. New York: Scholastic Book Services, 1964.

Garelick, May. Where Does the Butterfly Go When it Rains. New York: Scholastic Book Services, 1973.

Conklin, Gladys. The Bug Club Book. New York: Holiday House, 1966.

Information for bug collectors: equipment needed, instructions for mounting, suggestions on where to find them.

Selsam, Millicent E. The Bug That Laid the Golden Eggs. New York: Harper and Row, 1967.

Blough, Glenn O. Insects. New York: McGraw-Hill, 1967. Good illustrations.

Ditmars, Raymond L. Insects. New York: Lippincott, 1930.

A book of insect oddities. Explains where the strange insects of the world are found.

Conklin, Gladys. Lucky Ladybugs. New York: Holiday House, Inc. 1968.

Hornblow, Leonora and Arthur. Insects do the Strangest Things. 1968.

Includes information on the dragonfly, ants, grasshoppers, ladybird beetle, praying mantis, termites and others.

Ault, Phil. Wonders of the Mosquito World. New York, Dodd, Mead and Company, 1970.

Brenner, Barbara. If You Were an Ant. New York: Harper and Row, Publishers, 1973.

Films

Encyclopedia Britannica Films:

Insects in a Garden
Insect Zoo
Animals at Work in Nature

Coronet Films:

Insects in Their Homes
The Ant and the Dove
The Ant and the Grasshopper
How Insects Help Us
Insects: How to Recognize Them

HOME ACTIVITIES

UNIT: INSECTS

Activity 1. Observe some ants or bees with your child. Watch them going in and out of their dwelling. See if you can tell where they are going and coming from. Talk about what you see.

Activity 2. Collect some ants and dirt in a jar. Watch to see the tunnels they will make that are visible through the sides of the jar. Place some crumbs on top of the dirt and later, see if they are stored underground in the tunnels.

Activity 3. Look around your yard and neighborhood for insects. If you find any, capture them in a jar and if you don't know their proper names, look them up in an encyclopedia or other book about insects. Make a collection. You can make a display of them by sticking pins through their bodies (after they are dead) and placing the pins in a cardboard. Place labels on the cardboard next to each one.

Activity 4. Discuss the uses of insects with your child. Some are:

1) Praying mantis; lady bug - eat harmful bugs on plants in gardens. Some people buy large numbers of these insects and turn them loose in their gardens to eat these harmful insects.
2) Bees - make honey for us. Farmers keep bees and harvest the honey.
3) Provide food for birds, animals, fish and other insects. Many birds and animals eat insects as their main food.
4) Some plants need insects to keep alive and to produce fruit and flowers. Bees carry pollen from one plant to another on their feet. This makes the plant fertile so it can produce fruit and even vegetables. Apple trees, corn, squash and many other plants depend on bees for this.
5) Some flowers cannot open their buds unless ants chew them open. They produce a sweet sticky substance on their buds which attracts the ants - peonies are one flower that does this.

Additional Ideas

SPORTS UNIT

Activity Level: Knowledge

Objective: The children will define words associated with sports

Materials: Pictures of people playing different sports; pictures of sport equipment from Sports Illustrated Magazine
or
ordering catalogues
definitions

Description: The teacher shows the children pictures of people playing sports. While showing the pictures, define words that will be commonly used in the unit: Sport, rule, team umpire.

Sport: is a game you play for pleasure

Rule: is a law that guides you to play a game or sport correctly.

Team: is a group that plays together to try to win a game.

Umpire: is the person in sports who rules on the plays. (Referee)

Activity Level: Knowledge

Objective: The children will label pictures of specific sports.

Materials: Pictures or slides of sports

Description: The teacher will label pictures of different kinds of sports. The children will listen to the definitions and repeat them.

Activity Level: Knowledge

Objective: The children will define specific sports after listening to a definition.

Materials: Pictures of sports
Definitions of each sport

Description: Over a period of two weeks, the teacher will define specific sports. (Pick out 5 or 6 sports at a time.) The children will give back the definition of each.

SPORTS:

1. Baseball: is a game played with a ball and a bat, in which a player, after hitting the ball, runs to the bases to make a home run.

2. Football: is a game in which two teams try to take the football over the goal line to make a touchdown without the other team stopping them.

3. Basketball: is a court game in which one team tries to throw more balls through a high, netted hoop than the other team.

4. Volleyball: is a game played by hitting a ball with your hand over a high net.

5. Tennis: a game played in a court using a racket and ball. The players try to hit the ball over a low net.

6. Ice Hockey: is a sport played on ice where the players use a hooked stick to try to get the puck into a netted goal.
   Puck: a flat round disk used in Ice Hockey.

7. Skiing: a sport in which a person glides over snow or water on 2 strips of wood or fiberglass.

8. Tabogganning: is a sport in which a special sled is ridden down a snow covered course in the mountains.
   Taboggan is a long flat sled with a curved up front.

9. Bowling: is a game where a player rolls a ball down an alley and tries to knock over 10 wooden pins.

10. Soccer: is a game in which two teams try to hit a ball into a goal. The players can use any part of their body except their hands or arms to hit the ball.

11. Hunting: is the searching for wildlife to kill.

12. Fishing: is the sport of catching fish usually using a rod and line with a hook.

13. Horseback riding: The sport of riding a horse.

14. Track: is any sport that involves running, jumping or throwing in or around a track.

15. Ice Skating: is a sport in which a person glides over ice on ice skates.
   Ice skates: are fitted boots with a metal runner on the bottom.

Activity Level: Knowledge

Objective: The children will recognize equipment that goes with specific sports.

Materials: Sports equipment: mit, baseball, football, helmet, tennis racket, tennis balls, etc.

Description: The teacher names and shows the equipment for each sport as she/he introduces the sport to the children. The children repeat the names of the equipment after the teacher. Let the children touch, play with, and examine each piece of equipment. The teacher can demonstrate how to use each piece of equipment and take the children through the motions of using the equipment.

Activity Level: Knowldege

Objective: The children will repeat rules about specific sports.

Materials: Pictures of sports; verbal description of a sport scene from a radio/telecast.

Description: As the teacher shows pictures and defines each sport, she/he will explain a few simple rules of each sport. Then the children will repeat the rules the teacher has explained to them.

Activity Level: Comprehension

Objective: The children will define words such as sport, team, umpire, and rule in their own words.

Materials: Pictures of sports

Description: The teacher shows the children pictures of different sports and asks the children to define: sport, team, rule, and umpire. The children answer in their own words.

Activity Level: Comprehension

Objective: The children will demonstrate how to play different sports.

Materials: Pictures of a specific sport; equipment used to play different sports.

Description: The teacher shows the children pictures or equipment from different sports, then asks the children to define the sport and demonstrate how it is played. Depending on the sport one or more children can demonstrate it.

Activity Level: Comprehension

Objective: The children will sequence a 4 to 8 part pictured sequence story after the teacher tells the story.

Materials: 4 to 8 part pictured sequence story
ditto

Description: The teacher tells a story about sports. Then the children sequence the pictures going from first to last, putting them in the correct order.

Suggestions for stories:

1. Baseball player hitting a ball.
2. Football player kicking a ball over a goal post.
3. Skier racing down a mountain.
4. Fisherman catching a fish.
5. Bowler making a strike.

Activity Level: Comprehension

Objective: After hearing a descriptive sentence read to them, the children will name the appropriate sport.

Materials: sentences
pictures of specific sports; equipment
sports equipment

Description: The teacher will read a sentence that describes a sport. The children will either name the sport or pick a picture that the sport describes. For variety, have the children choose a piece of equipment that goes with a specific sport.

Sentences:

1. This is a sport in which you use a large ball that is thrown through a high hoop.
2. This sport is played on a court and the player uses a racket and a small ball.
3. This sport is done on snow and the person uses narrow strips of wood or fiberglass.
4. This sport is played with teams. Each team uses a bat and a ball to make a home run.

Activity Level: Comprehension

Objective: The children will describe action in pictures about sports.

Materials: Action pictures of sports

Description: The teacher will give each child a picture that shows some action involved with several different kinds of sports. Then each child will describe what is happening in their pictures for the whole class.

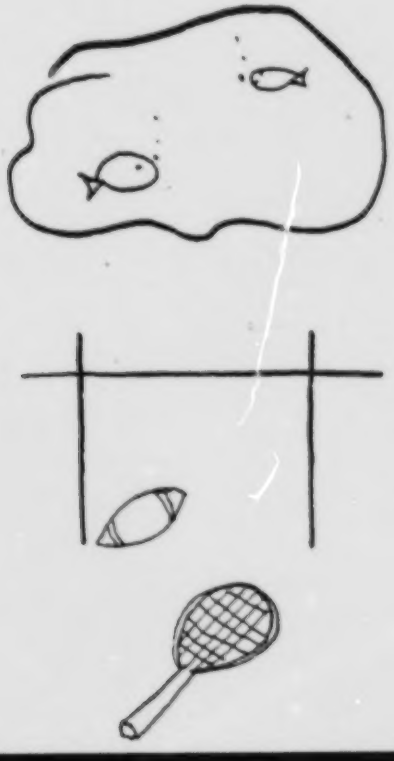
Activity Level: Application

Objective: The children will associate equipment with a sport.

Materials: Sports equipment
or
Pictures of equipment

Description: The teacher shows the children the equipment associated with a particular sport and asks the children which sport the equipment goes with. This could be done with as many sports as you have equipment or pictures. Or an association worksheet could be used.

Example of a worksheet



Activity Level: Application

Objective: The children will solve a problem involving a sport or a game.

Materials: Written problems situations
or
Board games such as: football, basketball (Some of the children may have these at home.)

Description: This activity can be done in one of two ways. The teacher reads a problem situation to the children and they have to find a solution. A second way would be for the children to play a board game of football or basketball and when a situation warranting a rule comes up, the children will decide how to solve the problem.

Problems:

1. Someone has hit the ball (baseball) 3 times, but they were foul balls. Who decides whether they are out or not and how do they decide?

2. Someone in a football game kicks the ball at the goal post, but no one is sure it went through the posts. Who decides whether or not it went through the posts and how do they decide.

Activity Level: Application

Objective: The children will go on a field trip and then write an experience story about the trip.

Materials: Pencil and paper (or crayons and paper)

Description: The teacher will organize a field trip to a sporting goods store. The children will look for all the different equipment in the store. When class returns to school, the children will write or dictate to the teacher what they did and saw at the store. Another activity would be for the children to draw what they saw.

Suggestions for other field trips:

1. Any professional sports event or game in your area.

2. Any sports event at a school near by.

3. Little League games.

4. Have the class from a team and play another class.

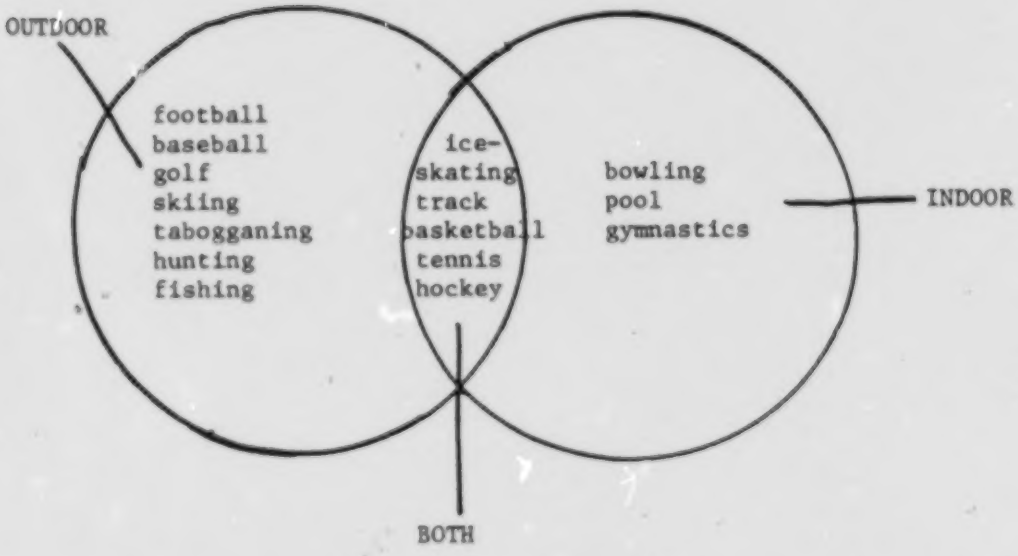
Activity Level: Application

Objective: The children will classify sports in a new way.

Materials: 2 large round circles
pictures of sports or sport equipment

Description: The teacher shows the children 2 circles and asks them to think of new ways to classify sports.

Example: One circle can represent outdoor sports and the other indoor sports. Encourage the children to classify the pictures or equipment in the correct circle. For variety, have the circles overlap. The area in the middle can represent sports that can be played in or out of doors.



Activity Level: Analysis

Objective: The children will tell similarities and differences in sports.

Materials: Pictures of sports and/or sports equipment

Description: The teacher will hold up pictures of two different sports. Then ask the children how the sports are alike? Different? The children compare the sports in their own words.

Examples of sports to compare:

Volley vall vs. Tennis
Skiing vs. Ice Skating
Soccer vs. Football
Ice Hockey vs. Ice skating
Hunting vs. Fishing

Activity Level: Analysis

Objective: The children will act out or pantomime different sports.

Materials: Sports equipment (optional)

Description: This activity can be done in one of two ways. First, the children can use the equipment and actually play the sport using one or more children. Second, the children can play charades and pantomime the sport for the other children. The other children would guess what sport the child was pantomiming.

Activity Level: Analysis

Objective: The children will look at pictures or listen to a recording of a sport event and name the appropriate sport.

Materials: Pictures of sports
Tape recording of sports

Description: This activity can be done in one of two ways. The teacher can show the children pictures of different sports and ask the children to name the sport and give a reason for their choice or the teacher can play a recording of a came or sport and ask the children to name the sport. Encourage the children to explain their choice.

Activity Level: Analysis

Objective: The children will find and draw in the missing parts of a sports scene.

Materials: Pictures of sports scenes
Ditto
Crayons and pencils

Description: The teacher draws several sport scenes on a ditto. Then runs off enough for the class. Each child finds the missing parts and draws it in. Then colors his/her pictures

Activity Level: Analysis

Objective: The children will put together an unseen picture puzzle of a sport.

Materials: Teacher made or commercial sport puzzle

Description: The children are given the broken puzzle of a sport and asked to put the puzzle together. The child has to know the parts that make up the whole to be able to put the puzzle together.

Teacher-made puzzles:

1. Paste a magazine picture of a sports event on a piece of thin cardboard.

2. Next, after paste or glue has dried, cut out picture into pieces to make the puzzle.

3. Sports Illustrated Magazine would be a good source for pictures or ordering catalogues from department stores.

Activity Level: Synthesis

Objective: The children will plan a trip to a ball game.

Materials: Large sheet of paper
Magic Marker

Description: The teacher tells the children they are going on a field trip to a ball game. Ask the children to think of some things they'll need for the trip. As the children come up with ideas, the teacher writes them down. The teacher can suggest a few things to get the children started.

Ideas:

1. Need to buy ticket
2. Arrange transportation
3. Arrange for lunch (if needed)
4. Arrange for ways to earn money to pay for snacks, etc.
   a. car wash
   b. bake sale
   c. white elephant sale

Activity Level: Synthesis

Objective: The children will develop an ending for a sports story.

Materials: Beginnings of stories

Description: The teacher begins a story about sports. The children are seated in a circle, the child to the right of the teacher adds a part to the story. It continues around the circle until every child has added something to it. The last child ends the story.

Beginnings of stories:

1. Once there was a little boy who wanted to make a home run. He....
2. Once there was a little girl sliding down a ski slope when ....
3. Some children were riding horses in the woods when....

Activity Level: Synthesis

Objective: The children will combine two or more sports to create a new game.

Materials:

Description: The teacher tells the children that they are going to invent a new game by combining two or three games. After the children decide the game rules, the children will play the game.

Games to combine:

Volleyball/Tennis
Horseback riding/Hockey
Soccer/Football
Basketball/Tennis/Volleyball

Activity Level: Synthesis

Objective: The children will find a substitute for sports equipment.

Materials: Sports equipment
or
Pictures of sports equipment

Description: The teacher shows a piece of equipment to the children and asks them to pretend they do not have a piece of equipment.* Then the teacher asks the children what they could use to substitute for the piece of equipment.

*How they could play baseball, for example, if they didn't have a bat.

Equipment to substitute	Substitutions
baseball bat	big stick
baseball	any round object or newspaper
basketball goal	clothes basket without bottom
volleyball net/tennis net	string
hockey stick	stick with curved bottom
toboggan sled	cardboard
bowling ball &/or pins	another ball and plastic bottles
fishing pole/line/hook	stick, string and safety pin

Activity Level: Evaluation

Objective: The children will decide from all the sports studied, which one was most satisfying or exciting for them.

Materials: Any materials the child can use independently to get his/her ideas across
Examples: paper and crayons; tape recorder; pictures from magazines; clay; pipe cleaners.

Description: Ask each child which sport they studied they liked best. Encourage the children to make a product (a picture, object, etc.) that will show their favorite sport. Have the children take turns talking about their product and telling why they chose their particular sport.

Activity Level: Evaluation

Objective: The children will tell what they like and dislike about specific sports.

Materials: Pictures of sports

Description: The teacher can choose a sport to talk about with the children. If, for example, baseball is chosen, the teacher can ask the children if they remember some rules they've learned about baseball helped them to play a fair game. Talk about the situations where rules have helped. Encourage children to write new rules to make the game more suitable for the children.

SPORTS UNIT BOOKLIST

Cebulash, Mel. The Ball That Wouldn't Bounce. New York, Scholastic Book Services, 1972.

Buskin, David. Outdoor Games. Toronto: Lion Press, 1966.

Harbin, E. O. Games of Many Nations. New York: Abingdon Press, 1968.

Dresser, Lawrence T. Sports. New York: Maxton Publishing Corporation, 1958.

Rockwell, Anne. Games (and how to play them). New York: Thomas Y. Crowell.

Matterson, Elizabeth. Games for the Very Young. New York, American Heritage Press, 1969.

Cebulash, Mel. Basketball Players Do Amazing Things. New York: Random House, 1976.

Devaney, John. The Story of Basketball. New York: Random House, 1976.

Tunis, John R. Sport for the Fun of It. New York: Ronald Press Company, 1950.

A handbook of information on nineteen sports including official rules.

Jackson, Robert B. Jubbar, Giant of the NBA. New York: Henry Z Walck, Inc., 1970.

Weigle, Oscar and Anthony Lupaklle. New York, New York: Grosset and Dunlap, 1973. The Running, Jumping, Throwing, Sliding, Racing, Climbing Book.

HOME ACTIVITIES

UNIT: SPORTS

Activity 1. Attend a sports event with your child. This could be anything from a junior high football game to a professional hocky game. Explain the uniforms that each team is wearing. How protective gear is worn by certain players or all players. Explain the referees' or other officials' function. Talk about the score and the way it is kept and displayed.

Activity 2. Talk about seasons for sports. Relate sports seasons to seasons of the year - fall - football; winter - basketball; summer - baseball, etc. Different sports are associated with different seasons. Talk about each sport and how each has adapted to the weather. Discuss how these sports and their peculiarities are related to the season they are played in. (For example: Basketball is played indoors and the season occurs in the winter when it is too cold to be outdoors very much.)

Activity 3. Play a game with your child that is as much like one of the popular sports as you feel is appropriate. (For example, if your child is very young, hang a bucket with the bottom cut out on a tree or post about 3 feet off the ground and let your child throw any ball into the bucket to make "baskets".)

Activity 4. Read a story about a sport to your child. Your librarian may be able to help you locate stories about a particular sport or sports in general.

Additional Ideas

ZOO UNIT

Activity Level: Knowledge

Objective: The child will listen to and remember the names of some zoo animals.

Materials: pictures of a zoo and/or slides of a zoo
pictures of a zoo keeper
pictures of zoo animals and/or models of zoo animals

Description: The child will repeat definitions of what a zoo is, a zoo keeper and name or label some zoo animals after the teacher.

A zoo is a place where many kinds of animals can be visited.

A zookeeper is a person who takes care of the animals at the zoo.

1. Zookeeper feeds, waters, and cares for the animals.
2. He/she also cleans cages.

Zoo Animals:

lion	camel	monkey
giraffe	kangaroo	skunk
elephant	tiger	seal
bear	hippopotamus	alligator
zebra	rhinoceros	

and more.

Activity Level: Knowledge

Objective: The children will listen to a story about a zoo and answer who, what and where questions about the story.

Materials: story
questions

Description: The teacher reads a story to the children about the zoo, then asks the children questions about the story. The questions must be directly from the story. The children must listen to the story and answer questions correctly.

Questions:

- Who was the main person in the story?
- What did the person do?
- Where did the story take place?

Activity Level: Comprehension

Objective: The child will, in his own words, define terms associated with the zoo.

Materials: pictures of zoo
pictures of zoo animals
pictures of zoo keeper

Description: The child is shown pictures and asked to give a definition or describe the zoo and zoo-keeper. Also the child will name some zoo animals.

Activity Level: Comprehension

Objective: Child will be able to sort zoo animals from those that are not zoo animals.

Materials: 2 boxes
zoo animals (toy)
farm animals (toy)

Description: Teacher says to the child, "Some of these animals you could see at the zoo. Put all zoo animals in this box and put all the animals you wouldn't see at the zoo in this box."

Activity Level: Comprehension

Objective: Child will be able to match pictures that are alike.

Materials: Zoo lotto game

Description: Each child is dealt a large card with 6 pictures of zoo animals on it. Then from a group of individual cards, each child is dealt 6 cards. Then, if he doesn't have it, the child asks who has an elephant or whatever animal is on his card and gives it to that child. The child who fills his large card first, wins. A higher level would be for the children to match animals of the different classes. Such as reptiles, mammals, birds.

Activity Level: Comprehension

Objective: The child will retell story and put pictures of story in the correct order.

Materials: a story
pictures of zoo animals and a little girl.

Description: The child will listen to a story about a little girl who gets lost. After hearing the story, the child will retell the story in his own words and place the pictures in the correct order.

Note: See story at end of unit.

Activity Level: Comprehension

Objective: The child will recognize the sounds of zoo animals

Materials: tape recording of zoo animals' sounds

Description: Teacher will hold up picture of each animal as the record plays and tell which animal makes that sound. Next, the record is played again and child picks out the picture of the animal.

Activity Level: Comprehension

Objective: The children will listen to a sentence describing a zoo animal and name the animal or select a picture of the animal.

Materials: pictures or slides of zoo animals

Description: The teacher will read a sentence describing a zoo animal. The children name the animal or select a picture of the correct animal.

Sentences:

1. I am an animal with a furry mane and I roar. Who am I?
2. I am an animal with a long, long neck and I have spots. Who am I?
3. I have a long trunk or nose and floppy ears. Who am I?
4. I look like I have striped pajamas on. Who am I?
5. I have a pouch to carry my baby in and I hop. Who am I?

Activity Level: Application

Objective: The child will visit a zoo, recognize animals, hear sounds they make and experience smells and other facts about the zoo.

Description: The child will take a field trip to a zoo. While at the zoo children will be asked questions about what they are seeing, smelling and hearing.

Questions:

- What class of animals do each animal belong in? and why?
- How do animals get to the zoo?
- What do the different animals eat?
- How do the animals protect themselves?
- Where do the animals (bears) live other than the zoo?
- which animals are helpful to man?
- Do we eat any zoo animals?

Classes of animals:

Mammals	Reptiles	Fish
Birds	Amphibians	Insects

Activity Level: Application

Objective: Child will act like a particular zoo animal such as (zebra, elephant, lion, giraffe) in front of a group of children. The children will guess which animal he is.

Materials: pictures of zoo animals

Description: When shown a picture of an animal, the child will act like the animal in front of a group. The group will try to guess which animal the child is playing.

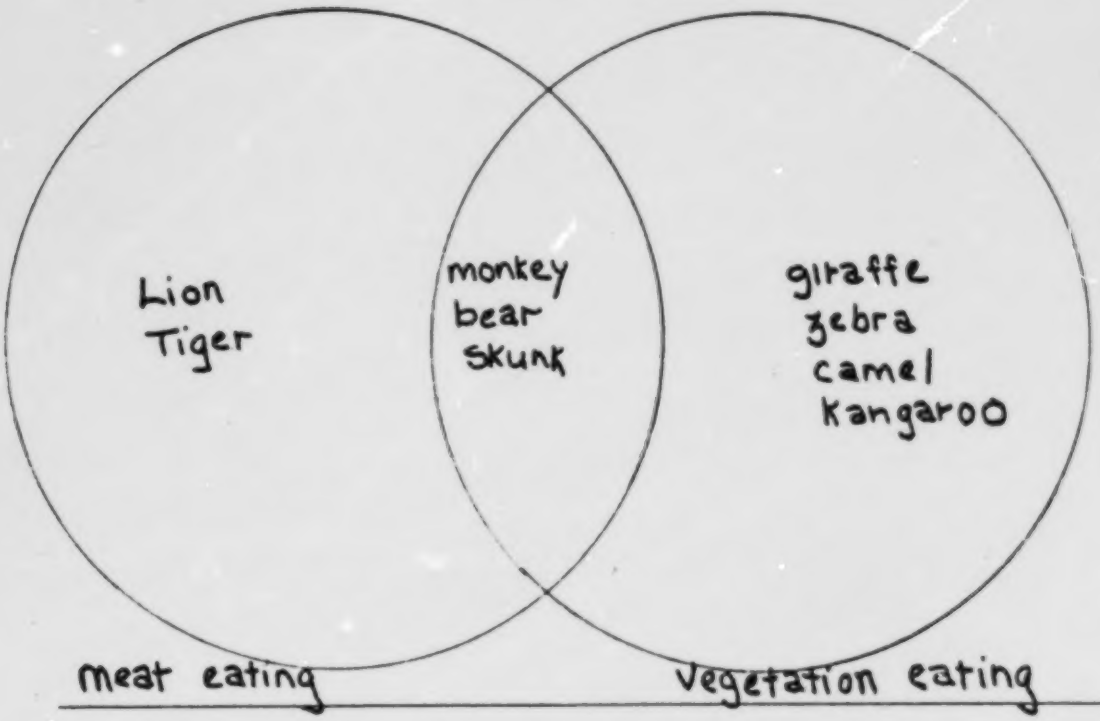
Activity Level: Application

Objective: The children will classify zoo animals in a different way.

Materials: 2 large circles
toy zoo animals or pictures of zoo animals

Description: The teacher tells the children that they are going to classify zoo animals in a new or different way. Then she/he gives the children toy zoo animals and 2 large circles. She/he tells the children to put all the animals that eat only meat in one circle, all that eat vegetation in the other, and

those that eat both in the middle.



Activity Level: Application

Objective: The children will match pictures of baby animals or toy baby animals with pictures or toys of adult animals.

Materials: pictures of adult and baby zoo animals
or
toys of adult and baby zoo animals

Description: The teacher shows the children the animals and asks the children to match the baby animals with the mother animals. Children place mother with baby of all the animals.

Activity Level: Application

Objective: The children will list all the animals they can think of and tell why they would be good zoo animals or not.

Materials: large sheet of paper & magic marker or blackboard & chalk

Description: The teacher asks the children to think of and name all the animals they can think of while she/he writes them down.

After doing this, the teacher goes back over the list and ask the children why each one would be a good animal for a zoo to have or why it would not be good.

Some reasons for "not appropriate" animals:

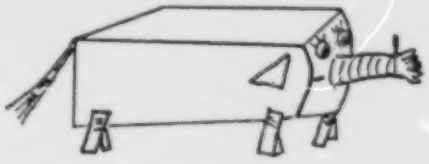
1. See all the time in neighborhood.
2. They are pets.
3. Need very large ground to roam on.

Some reasons for "appropriate" animals:

1. Uncommon animals
2. They are becoming extinct.
3. They have been injured and can not survive in the wild.

Activity Level: Analysis

Objective: To put together parts of an elephant to make a whole.



Materials: paper bag, 4 clothes pins, string, construction paper

Description: Fill ½ paper bag with newspaper and tie with string. Twist second ½ of bag and tie with string. Cut paper ears and paste on. Clip clothes pins on bottom for legs. Paste on circles for eyes and cord or yarn for tail. This activity could be done two ways - one way would be to have a model for the children to see and then give each child the materials and ask them to copy it or a second way would be to give the child the materials and say, "Can you make a zoo animal from these materials?"

Activity Level: Analysis

Objective: Child will be able to find and draw what is missing from a

picture of an elephant with no trunk or camel with no hump or zebra with no tail.

Materials: pictures of animals with missing parts.
crayons or magic markers.

Description: Child is given a picture such as an elephant with no trunk. Child draws the missing part on the animal.

Activity Level: Analysis

Objective: The children will paint picture of zoo animals either from memory or by looking at pictures.

Materials: small paint brushes
water color or tempera paints
paper (newsprint)
strips of black construction paper
pictures of zoo animals

Description: The teacher asks each child to paint a picture of one zoo animal. The child can decide which animal he/she wants to paint and whether he/she needs a picture to paint from. When the picture is dry, each child pasts strips of black paper over his picture to represent the animal's cage at the zoo.

Activity Level: Synthesis

Objective: The child will plan a trip to the zoo including how to get there, what to do while there, and how long to stay.

Materials: magic markers
poster board
map

Description: Teacher asks the children what would be the best way to go to the zoo? After deciding by looking at the map, the child would draw a picture on the poster board of a car

bus, or whatever the mode of transportation. Then discuss what they would do while at the zoo and what they would see there. Then draw pictures of what they might see. Next, talk about what would be the best time to stay and how they would come home. If children's fine motor skills were not developed enough for the drawing, the teacher could sketch the pictures.

Activity Level: Synthesis

Objective: The children will plan a zoo without cages.

Materials: crayons or magic markers
large pieces of paper

Description: The teacher tells the children that they are going to plan a zoo that has no cages. The teacher gives each child a piece of large paper and crayons, then asks the children to draw a zoo without cages thinking of how much land they would need in all, how much land each animal would need, what habitat each animal lives in, how the people would be protected from the animals and which animals would be best for the zoo. The children draw their pictures and tell the class about their plan for a zoo.

Activity Level: Evaluation

Objective: The child will decide what zoo animal he/she likes best and why.

Materials: pictures of zoo animals

Description: The teacher shows the child pictures of zoo animals and asks the child to choose which animal he/she likes best and why he/she likes it best.

Activity Level: Evaluation

Objective: The children will listen to two stories about zoo's and their keeper and decide who was the best zookeeper and why.

Materials: 2 stories about zoo and zookeeper

Description: The teacher reads the children two stories about zoos and zoo keepers, then asks the children who was the best zookeeper in the stories and why they think he was the best.

Story:

Once there was a little girl who went for a walk. She walked too far and got lost. Then she met different zoo animals. She asked each animal where she was and who they were. They each tell her who they are, but they do not know where she is until finally the elephant knows because an elephant never forgets.

(Could be as few or as many animals as desired.)

ZOO UNIT BOOKLIST

Norton Hatches the Egg. Dr. Seuss.

Great pictures. Not too wordy. This story is about an elephant who tries to hatch an egg.

What Animals Do. Richard Scarry.

Labeled pictures of illustrated animals and birds.

Goodtime Animal Book. Pearl Watts.

Photographs of a variety of farm, zoo, and everyday animals. A light, comical look at animals.

The Big Elephant. Golden Book. Kathryn and Bryon Jackson.

Story of an elephant that leaves the circus and tries a variety of city careers. Good, clear illustrations. A little wordy for preschool - K.

Crazy Zoo. Norman Bridwell.

Clear illustrations. Zookeeper leaves and puts his wife in charge of the animals. She tries to make many ridiculous changes. Good learning experience.

A Lion in the Meadow. Margaret Mahy.

Colorful pictures. Long story.

Animal Babies. Arthur Gregor. Published by Harper and Row.

A book of photographs of zoo animals and their babies. Nice pictures and information about the animals.

New At The Zoo. Peter Lippman. Published by Harper and Row.

This is a story about a new animal at the zoo who would not sleep.

Zoo unit booklist (continued)

Talking books:

Our Captive Animals. By Joseph J. McCoy. RD6082.

Emphasizing the contribution zoo animals make.

Leo the Late Bloomer. RD6303

Story of a tiger who can't read, write, draw, or eat neatly.

Where the Wild Things Are. Maurice Sendak. TB3167.

Story of a little boy who visits an imaginary land where the wild things are.

FILMS

"Looking at Reptiles". Encyclopedia Britannica Films. 11 minutes.

"Brown Bears Go Fishing". Coronet Films. 11 minutes

"Black Bear Twins". Encyclopedia Britannica Films. 10 minutes.

"Zoo Baby Animals:. Encyclopedia Britannica Films. 11 minutes.

"Mother Deer and Her Twins". Encyclopedia Britannica. 11 minutes.

"Elephant Baby" and "Elephants". Encyclopedia Britannica Films. 11 minutes.

"Animals - Ways They Eat". Encyclopedia Britannica. 11 minutes.

"Big Animals in Africa". Encyclopedia Britannica Films.

"Zoo Animals in Rhyme". Coronet Films, 11 minutes.

"Rikki - The Baby Monkey". Encyclopedia Britannica Films. 11 minutes.

"Flipper the Seal". Coronet Films. 11 minutes.

HOME ACTIVITIES

Unit: Zoo

Activity 1. If your child has toy animals that are found in the zoo, get them out and together set up a pretend zoo. Help your child say the names of the animals and discuss what foods each one eats.

Activity 2. Play a game of "Guess what animal this is." Describe a zoo animal and tell what it eats and where it comes from and ask your child to tell you it's name. Keep score if you like by giving the child a point for each one guessed and yourself a point for each one not guessed. (Make sure your child has some success!)

Activity 3. Find books or encyclopedia with information about some of the animals in the zoo and find out where they come from. For example: A tiger comes from India, etc. Your librarian can help you with finding this information and guide you to some good books.

Activity 4. Look in your T.V. schedule to find programs about wild animals and watch one with your child. Point out the differences between life in the wild and in the zoo.

Activity 5. Talk with your child about "extinction" and the problem of endangered species." Explain that the developing cities and farms have made it harder and harder for some wild animals to survive and how zoos and other efforts of man help preserve some examples of animals so that they will not all be killed. Explain how zoos exist to give people the chance to see animals that are too dangerous or come from too far away to be seen any other way.

Additional Ideas

HOLIDAY UNIT: HALLOWEEN

Activity Level: Knowledge

Objective: The children will define words that are associated with Halloween.

Materials: pictures of a halloween mask
pumpkin
jack-O-lantern
children trick or treating
bats, black cat, witch
skeletons
ghost

Description: While looking at pictures, the teacher will define the words associated with Halloween and the children will give the definition back to the teacher.

Words to define:

- Halloween - is a day when some children dress up and visit friends to get candy. Children dress up as witches, ghosts, skeletons, black cats, clowns, pumpkins, fancy ladies or gentlemen and lots of others.
- Mask - is something you put over your face so people do not know who you are.
- Pumpkin - is a fruit on a vine.
- Jack-O-lantern - a pumpkin with a face cut in it and a candle inside.
- Bats - are small black animals that are usually found flying in caves or dark areas.
- Black cat - is a cat that is black and associated with witches and bad luck.
- Witch - is an ugly old woman who is believed to have magic powers.
- Ghost - is a demon who dresses up in a sheet-like costume.
- Skeleton - is the bones of a person or animal.

Activity Level: Knowledge

Objective: The children will learn some facts about how Halloween originated.

Materials: Pictures of children trick or treating.

Description: The children will repeat some facts about how Halloween originated after hearing the teacher tell them.

Fact: Halloween comes from all Hallows' Eve when evil spirits were supposed to roam the world. This holiday is celebrated on October 31st.

Facts: On October 31st there was an end-of-summer celebration in Britian. Bobbing for apples and putting out fruit or vegetable arrangements were a part of the celebration. Now we do this on Halloween.

The Celts believed that all dead people went back to where they lived on the 31st day of October and that is why people dress like ghosts and skeletons on Halloween.

Long ago in England the children (on all Saint's Day) went from house to house begging for cakes and that is how children started trick or treating in the United States.

People no longer believe in ghosts and evil spirits but we still enjoy Halloween because it captures our imagination.

Activity Level: Comprehension

Objective: The children will associate things that go with Halloween.

Materials: A worksheet with things associated with Halloween and other holidays.

Description: The teacher gives the children a worksheet and asks the children to circle all the things associated with Halloween. If time permits, the children might color the pictures. (See Worksheet.)

Activity Level: Comprehension

Objective: The children will list and define words that are associated with Halloween.

Materials: Pictures of Halloween

Description: The teacher shows the children pictures associated with Halloween and asks them to label each one and define the pictures or words.

Activity Level: Application

Objective: The children will sequence pictures about getting ready for Halloween without a model and tell the teacher the story.

Materials: 4 to 6 part sequence story

Description: The children are given ditto pictures about Halloween. They are asked to put the pictures in the correct order. Then the teacher asks the child to tell her/him the story about the pictures. (See pictures on page .)

Activity Level: Analysis

Objective: The children will answer why questions about Halloween

Materials: Pictures of Halloween associated objects or Halloween objects.

Description: While looking at the pictures of Halloween objects, the children will answer why questions asked by the teacher.

Questions such as:

- Why is Halloween called Halloween?
- Why is it on October 31st?
- Why do people bob for apples on Halloween?
- Why do people dress like ghosts and skeletons on Halloween?
- Why do children trick or treat on Halloween?
- Why do we still celebrate Halloween?

Activity Level: Synthesis

Objective: The children will plan a party to celebrate Halloween

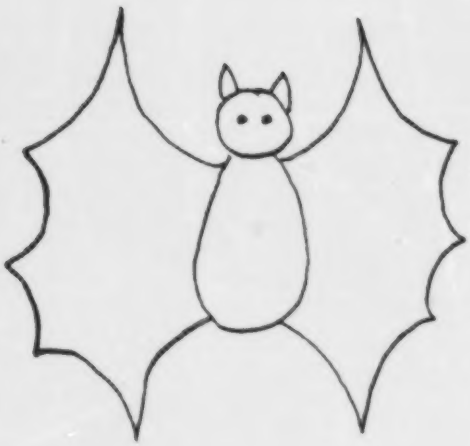
Materials: Paper
Pencils

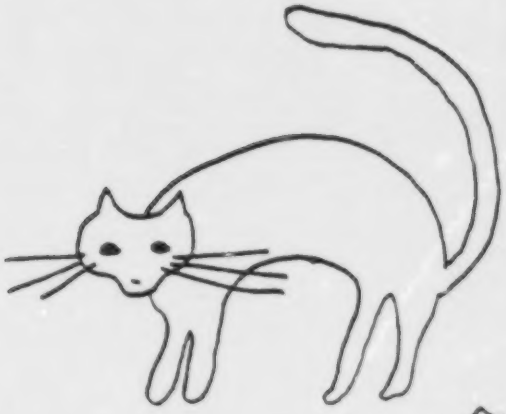
Description: The teacher tells the children they are going to have a Halloween party. Then she/he asks the children to plan it. The teacher says he/she will write down what they will have to eat and what they will do at the party.

The teacher can help by asking such questions as:

- What do you think we should have to eat?
  Teacher should list everything and then go back and ask if they can easily get the things.
- What do you want to do at the party?
- Can you think of new games to play at the party?
- What do you want to wear to the party?

WORKSHEET





Activity Level: Evaluation

Objective: The children will answer what they like best about Halloween and why?

Materials: None

Description: The teacher asks a group of children what they like best about Halloween and why and writes it on the blackboard. The teacher tries to get several answers.

Activity Level: Synthesis

Objective: The children will make ghosts from tissues.

Materials: white tissues
string
black magic markers

Description: The teacher presents the above material to the children. She then ask the children how they can make a ghosts from above material. The children ball up one tissue and place in another tissue, then tie string around it for the ghost's head. Then each child dots the ghost's eyes, nose and mouth with the black magic markers.

Subsection: Thanksgiving

HOLIDAY UNIT: THANKSGIVING

Activity Level: Knowledge

Objective: The children will remember words, definitions and facts about Thanksgiving.

Materials:
definitions
words
facts
pictures of things associated with Thanksgiving

Description: The teacher shows the children pictures of things we associate with Thanksgiving. As she/he does this, the teacher defines each word and gives some facts about Thanksgiving. The children will recall the facts after the teacher gives it to them.

Definitions:

1. Thanksgiving: is a holiday celebrated to give thanks for all our food, clothing, families and homes.
2. Pilgrims: the first people to cross the ocean and settle in america.
3. Turkey: a large American bird usually eaten at Thanksgiving.
4. Indians: were the first people to live in America; native Americans.
5. Tepee: a triangular shaped tent usually made from skins. American Indians lived in tepees.
6. Log cabin: a house made of logs and mud that the Pilgrims and Indians built for homes.

Facts:

1. Thanksgiving comes on the 4th Thursday in November.
2. The Pilgrims came to Plymouth in 1620.
3. The Pilgrims came to America from England.

Activity Level: Knowledge

Objective: The child will fill in the missing words as the teacher rereads the story.

Materials: story

Description: Read a story about the first Thanksgiving.

1. "Once upon a time, a group of people came to America on a ship called the Mayflower.
2. They landed on a place called Plymouth Rock.
3. These people were called Pilgrims.
4. It was cold when they came to America, so they built a log cabin to live in to keep warm.

5. The Pilgrims made friends with the Indians who lived in tepees.
6. The Indians and Pilgrims planted seeds and grew many kinds of food.
7. They grew potatoes, corn, cabbage, turnips, pumpkins, squash, and pears.
8. The Pilgrims and the Indians were very happy that they had raised plenty of food in their gardens.
9. So they got together to celebrate having enough food to keep them alive and in good health during the cold winter.
10. This special day is now a legal holiday that American people celebrate by having a big feast. It's called Thanksgiving Day!

The teacher then rereads the story and lets the children fill in the missing words that are underlined.

Activity Level: Comprehension

Objective: The children will define words and recall facts about Thanksgiving in their own words.

Materials: Pictures of things associated with Thanksgiving

Description: The teacher will show the children pictures about Thanksgiving and ask the children to recall the facts and define the words associated with Thanksgiving. The children will define the words and recall the facts in their own words.

Activity Level: Comprehension

Objective: The children will describe action in a picture about Thanksgiving.

Materials: picture of someone baking a turkey
picture of people eating Thanksgiving dinner
picture of people on the Mayflower
picture of Pilgrims and Indians planting corn
picture of Pilgrims and Indians eating Thanksgiving dinner
paper - magic markers

Description: The teacher shows the children Thanksgiving pictures, then asks them to tell her/him about the picture. The teacher writes down what the children said and reads it back to them.

Activity Level: Comprehension

Objective: The children will sequence a 4 to 8 part sequence picture story after having it read to them.

Materials: 4 to 8 part pictured sequence story (ditto)
scissors
glue
paper

Description: The teacher draws a 4 to 8 part sequence story on a ditto, then runs off enough copies for each child. Then the teacher reads or tells the story to the children. The children cut out the pictures and glue them correctly (right sequence) on a piece of paper.

Note: If no ditto is available, one copy can be shared by class with each child taking a turn.

Activity Level: Comprehension

Objective: The children will choose a picture of something or someone associated with Thanksgiving after hearing a sentence read to them.

Materials: Thanksgiving pictures
sentences

Description: The teacher will read a sentence to the children and ask the children to pick the picture that the sentence describes.

Sentences:

1. This is a holiday celebrated to give thanks for what we have.
2. These are the first people to cross the ocean and settle in america.
3. This is a large American bird eaten at Thanksgiving.
4. These were the very first people in America.
5. A cone shaped house covered with skins and held together with poles.
6. This is a house made of logs and mud.

Activity Level: Application

Objective: The children will sequence a pictured story about the Thanksgiving without having heard the story.

Materials: 4 to 8 part pictured sequence story about Thanksgiving

Description: The children are given a theme related to Thanksgiving. The teacher asks the children to place the pictures in order so they tell a story. Then the children tell the story to the class or the teacher.

Story ideas:

Story of a family celebrating Thanksgiving.

Story of a Pilgrim family bilding a log cabin.

Story of Pilgrims traveling on the Mayflower.

Story of an Indian family before the Pilgrims came.

Activity Level: Application

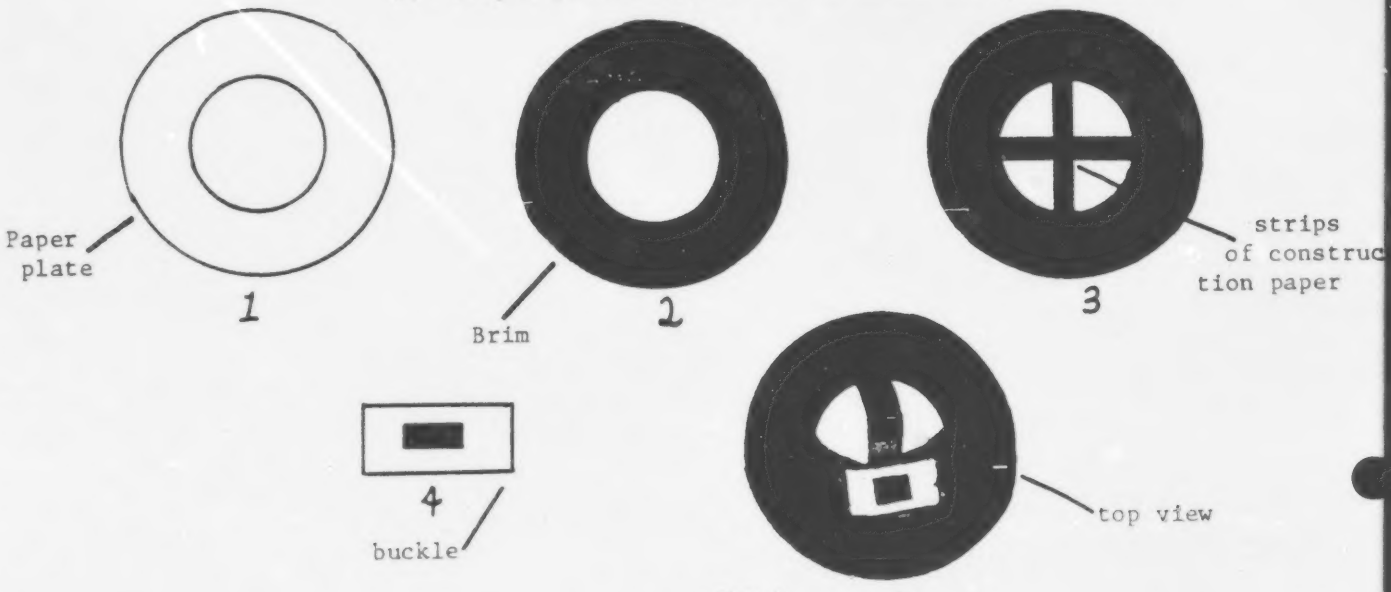
Objective: The children will make a Pilgrim hat from a model.

Materials:
paper plates
black magic markers
square piece of yellow construction paper
black strips of construction paper
stapler

Description: The teacher makes a model of a Pilgrim's hat, then tells the children they are going to make one. She/he tells the children the above materials are to be used to make their hats. The children make their hats from the model.

Steps in making Pilgrim's hat:

1. Cut hole in paper plate large enough to fit the crown of a child's head.
2. Color plate with black magic marker.
3. Staple strips of black construction paper to form a cross onto inside brim.
4. Color small square inside yellow square.
5. Staple yellow square to one black strip in front.

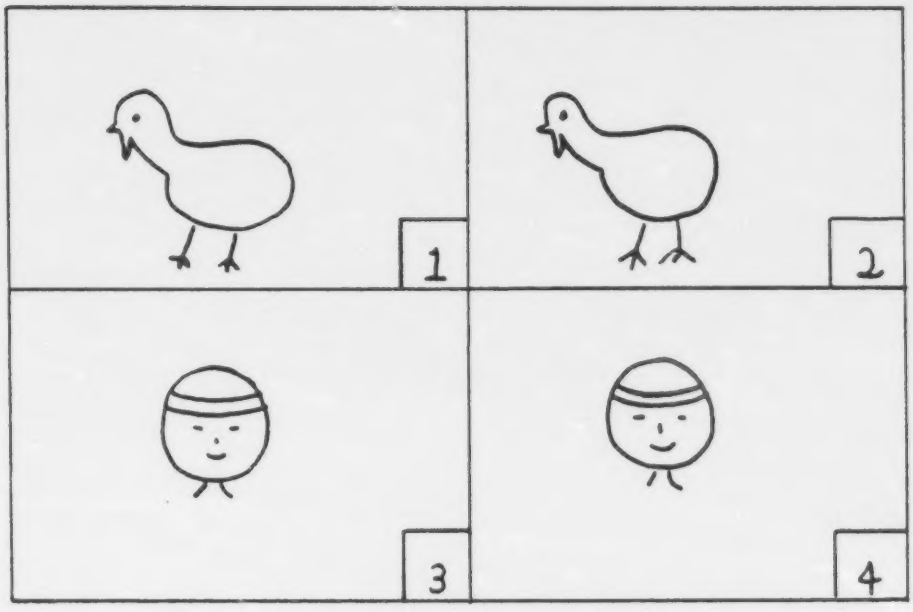


Activity Level: Application

Objective: One-to-one correspondence: add the missing feathers.

Materials: worksheet

Description: Divide plain paper into 4 sections. Trace or draw form of turkey in each square with no feathers. Indicate number of feathers to be added to each turkey in lower right hand corner of each square. The child pastes the correct number of feathers on turkey or Indian. (May also use face of an Indian with head band for extra work sheets.)



Activity Level: Analysis

Objective: The children will tell similarities and differences of Thanksgiving and Christmas.

Materials: Pictured scenes from both holidays
Materials commonly associated with both holidays
example: Christmas tree; turkey; santa claus; pilgrim dolls
Paper and Pencil

Description: The teacher shows the children pictures of both holidays and asks the children to tell the ways in which Christmas and Thanksgiving are the same and the ways they are different. The teacher writes them down and the class discusses them.

Activity Level: Analysis

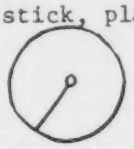
Objective: When shown models with missing parts of things associated with Thanksgiving, the children will tell what is missing.

Materials: Model of tepee without door
Model of log cabin without chimney
Model of Indian headdress without feathers
Model of Pilgrim hat without buckle
(See instructions)

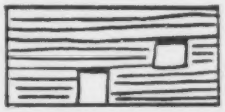
Description: The teacher makes the above models with missing parts and asks the children to touch the models without looking and tell her/him what is missing. The teacher can give some hints.

Instructions for models:

Tepee: Cut large circle, then cut a slit in circle and staple together to make a cone shape. With rubber band on one end of stick, place up in cone. Do not cut a door.



Log cabin: Use a small cardboard box. Color or paint strips to represent logs or paste small sticks on cardboard box (be better to touch). Cut openings for door and windows. The children could say roof or chimney is missing.



Indian Headdress: Just cut a long strip of paper and staple ends together. Paste shapes of materials for design on strip. Do not make feathers.

Pilgrim hat: See Application Level Pilgrim hat and leave off buckle or yellow square.

Activity Level: Synthesis

Objective: The children will perform a play about the first Thanksgiving.

Materials: Knowledge level story of first Thanksgiving
Indian and Pilgrim hats

Description: The teacher tells the children they are going to put on a play about the first Thanksgiving. The only clue she/he gives them is that some children need to be Indians and some children need to be Pilgrims. The children plan and perform the play using their own words.

Note: The teacher might reread knowledge level story before asking children to perform play.

Activity Level: Synthesis

Objective: Dramatization

Materials: Gray coat with pocket
hat (winter)

Description: It's Time for Thanksgiving by Elizabeth Hough Sechrist and Janette Woolsey, 1957, Macrae Smith Company, Philadelphia, pg. 189.

"November's Gift"

November is a lady (child walks about room slowly roaming)
in a plain gray coat
That's very closely buttoned
up around her throat.
And after she's been roaming (stops roaming about)
All around the Town,
She reaches in her pocket, (reaches in pocket)
Deep, deep down.
Then pulls out a present, (child gayly laughs or giggles)
and with laughter gay,
Says to everybody,
"Here's Thanksgiving Day!" (child responds verbally)

Note: Children can memorize lines and take turns reciting while others act out the poem. Encourage the children to make props.

Activity Level: Evaluation

Objective: The children will tell what they like best about Thanksgiving now and the first Thanksgiving and why.

Materials: Pictures of first Thanksgiving (story books)
Pictures of Thanksgiving now (magazines)

Description: The teacher shows the children pictures of both Thanksgivings and asks the children what their favorite thing about the first Thanksgiving is and why. Then she/he asks what their favorite thing is about Thanksgiving now and why. Children answer in their own words.

Subsection: Christmas

HOLIDAY UNIT: CHRISTMAS

Activity Level: Knowledge

Objective: When shown pictures, the child will name individual items which belong in Christmas Unit in response to a question "What is this?" (Visual aids for teachers)

Materials:
Old Christmas cards or Christmas catalog
Tag board
Glue
Scissors

Description: Teacher may want to use Christmas cards or make her/his own flash cards of Christmas objects with Christmas cards. Cut object from front of card such as a poinsettia and paste on white 3 X 5 tag board or 3 X 5 index card. Continue with other objects found on front of cards such as: Christmas tree, santa claus, bell, decorations/ornaments, reindeer, sleigh, Christmas greeting or toys.

Use the same procedure to make visual cards by checking various Christmas catalogs for possible pictures.

Activity Level: Knowledge

Objective: The children will repeat some facts about Christmas and label things associated with Christmas.

Materials:
Cards with facts about Christmas
Pictures of things associated with Christmas

Description: This knowledge level should be given to the children over a period of days with the teacher giving the children the facts and the child repeating them. Group time in the morning would be a good time to give some of the facts.

Facts: Christmas comes on December 25th every year.

- The greeting for Christmas is "Merry Christmas" or "Happy Holidays".
- Christmas is a time when some people exchange or give gifts.
- Songs that are sung at Christmas time are called Christmas Carols.
- The trees and plants used at Christmas time are evergreens.
- Because of the green trees and red berries, the colors associated with Christmas are red and green.
- The Christmas flower is the poinsettia.

Fact: Many different people moved to the U. S. and brought different Christmas customs with them.

- The Dutch people had a person called St. Nicholas who is

now our santa claus.

- The people from Holland believed if they were good, St. Nicholas would bring them gifts; if they were bad, he would bring switches.
- The Christmas tree came from Germans--on Christmas eve they would go out and cut down a tree and decorate it.

Activity Level: Comprehension

Objective: The children will discriminate pictures about Christmas from pictures of other holidays.

Materials: Pictures of objects associated with holidays

Description: The teacher will show the children pictures associated with different holidays. The teacher asks which pictures do we associate with Christmas and asks the children to separate the ones that go with Christmas from other holidays.

Activity Level: Comprehension

Objective: The children will listen to a story about Christmas and answer questions directly from the story.

Materials: Story about Christmas (T'was The Night Before Christmas)

Description: The teacher will read a story about Christmas to the children and asks questions about the story. The questions should be directly from the story asking who, what and where. The children will listen to the story and answer questions correctly.

Activity Level: Comprehension

Objective: The children will fill in a missing word from a sentence read to them.

Materials: Sentences

Description: The teacher reads the sentence to the children asking them to fill in the missing word. The children fill in the missing word correctly.

Sentences:

1. A wreath is a Christmas decoration, so is a _____.
2. A bell is a Christmas tree decoration, so is a _____.
3. "Merry Christmas" is one Christmas greeting, so is _____.

Activity Level: Comprehension

Objective: The child will develop a story by describing two Christmas pictures.

Materials: Picture of Christmas scene
Paper
Pencils

Description: The teacher asks the child to describe what is happening in a picture about Christmas. The teacher writes down exactly what the child says and reads it back to the child.

Suggestions for pictures:

1. Decorating a tree
2. Hanging stockings
3. Opening or giving presents

Activity Level: Comprehension

Objective: The child will tell in his/her own words, facts about Christmas.

Materials: Questions about Christmas facts
Pictures

Description: The teacher shows the children some pictures of things associated with Christmas and asks the children questions about Christmas facts. The child answers in his/her own words.

Questions:

- When is Christmas?
- What is the Greeting we use?
- What are the songs called that we sing at Christmas?
- What kind of plants and trees are used at Christmas?
- What is the name of the Christmas flower?
- What people were the first to know about St. Nicholas?
- Where were the first Christmas trees used at Christmas?

Activity Level: Application

Objective: The children will make a Christmas tree ornament.

Materials: balloons
liquid starch
yarn
jar

Description: The teacher or children blow up balloons and tie them. Then children cut long pieces of yarn and dip them in the starch which is in the wide mouth jar. Next, wrap yarn around balloon and allow to dry. Pop the balloon and you have an airy ball decoration.

Activity Level: Application

Objective: The children will draw a picture of their home decorated for Christmas.

Materials: Crayons/ magic markers
paper

Description: The teacher asks what each child does to decorate their home for Christmas. After a few responses, the teacher asks each child to draw a picture of their own home at Christmas time.

Activity Level: Application

Objective: The child will go on a field trip to see all the Christmas decorations in a department store or shopping mall.

Materials: None

Description: The teacher takes the children to visit stores and main streets downtown to see all the decorations. The teacher points out details and asks the children to find particular decorations.

Activity Level: Application

Objective: The children will sequence a story about Christmas without a model.

Materials: 4 to 8 part sequence story (pictured)
ditto

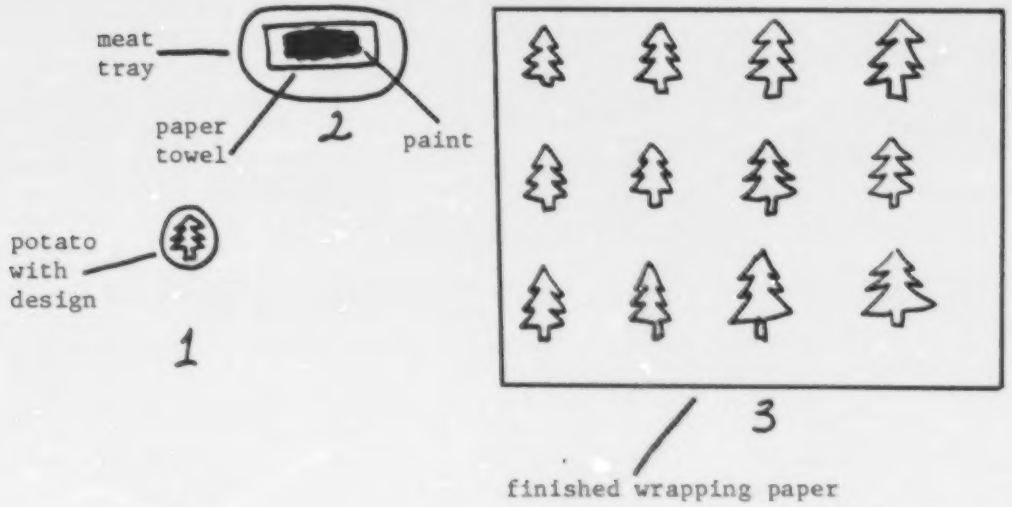
Description: The teacher gives the children a ditto pictured story about decorating a Christmas tree and tells the children to put the pictures in the correct order from the first to the last. the children lay out the pictures in the correct order.

Activity Level: Application

Objective: The children will make wrapping paper for presents.

Materials: potatoes tempera paint meat or vegetable trays
newsprint (large knife paper towels
liquid starch

Description: The teacher will cut out Christmas decorations from a potato by cutting potato in half, then draw a bell or wreath or tree on the potato and cut out around the shape. Then teacher or children mix tempera with starch and pour paint on paper towel folded and placed in a meat tray. The teacher tells the children they are going to make wrapping paper for their gifts for their parents. The child places the design in the potato in the paint and stamps it on newsprint several times. When dry, you have nice Christmas wrapping paper.



Activity Level: Analysis

Objective: The children will tell how Christmas and Thanksgiving are alike? different?

Materials: Pictures of Thanksgiving
Pictures of Christmas

Description: The teacher shows the children pictures of both holidays, then asks the children how each holiday is like the other one and how they are different.

Activity Level: Analysis

Objective: The child will tell and/or draw what's missing on pictures of Christmas

Materials: Pictures of Christmas scenes with parts missing

Description: The teacher shows the children the pictures with missing parts and gives each child a picture. The teacher asks the children to tell or draw the missing parts on the picture.

Examples:

- Christmas tree without star
- Christmas stocking without a toe
- Christmas wreath without a bow
- Christmas candy cane without the stripes
- Santa without his beard

Activity Level: Analysis

Objective: The children will decide what would be appropriate to hang on a Christmas tree and what wouldn't.

Materials: Pictures of tree decorations
Pictures of other things

Description: The teacher tells the children that she/he is going to show them some pictures of things that can be hung on a Christmas tree and some that can't. The children can make a list or draw pictures of things that can be hung on the tree.

Activity Level: Synthesis

Objective: The children will plan a party for Christmas.

Materials: Large sheet of paper
Questions
Pencil

Description: The teacher tells the children they are going to have a Christmas party and they need to plan the party. She/he will write down the children's ideas for the party.

Questions:

- Who will they invite to the party?
- Do you want to make invitations?
- What will they eat at the party?
- What games will they play?
- What time should the party start?
- How long will it last?

Activity Level: Synthesis

Objective: The children will make a present for their mother or father.

Materials:

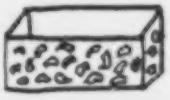
- paper plates
- pre-cut holly leaves and berries
- string
- hole puncher
- yarn
- masking tape
- smooth rocks
- small boxes
- macaroni
- spray paint
- glue
- bottles
- shoe polish
- paint

Description: The teacher puts out some or all of the above materials on a table and tells the children they are going to make presents for their mother or father or both. She/he tells the children they can use any or all of the materials to make the presents. The child will decide what to use and how to use them. If the child has problems deciding what to make or how to make it, the teacher can make suggestions.

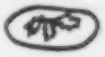
Such as:

1. Napkin holder: Use ½ paper plate attached to a whole plate and decorate.

2. Jewlery Case: Use small boxes, paste macaroni to box and spray with paint after glue dries.



3. Paper weight: Use smooth rocks and paint design, Christmas decorations, etc. on the rock.



4. Vase: Use any nicely shaped bottle, tear small pieces of masking tape and put on or cover completely the bottle. Next rub on shoe polish. Makes pretty vase.

5. Vase: Another way to make a pretty vase is to use a pretty colored yarn and glue it around a bottle.

Activity Level: Synthesis

Objective: The children will make silver bells to hang on their Christmas tree.

Materials: Aluminum foil
Styrofoam cups
Pipe cleaners

Description: The teacher puts out the above materials and asks the children how they could make silver bells from the materials. The aluminum foil is wrapped around and tucked into the cup. Then the pipe cleaner is put through bottom of cup for the clapper and the handle.

Activity Level: Synthesis

OBjective: The children will tell what his/her family does at Christmas time.

Materials: Pictures of families at Christmas

Description: The teacher will talk to the children about her/his family traditions they do at Christmas. Then the teacher asks each child to tell what his or her family traditions are. The child tells in her/his own words what her/his family does at Christmas.

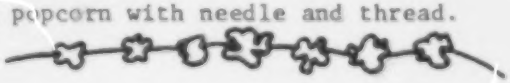
Activity Level: Synthesis

Objective: The children will make Christmas tree decorations and hang them on a tree.

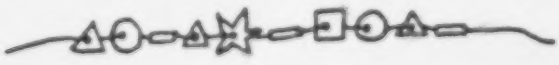
Materials:
popcorn
string
needle
cranberries
paper cut into shapes
hole puncher
straws

Description: The teacher will place the above materials out on a table. She/he tells the children they are going to make tree decorations with the materials. The children will make the decorations. If they need some suggestions, the teacher can suggest the following:

- String popcorn with needle and thread.



- String paper shapes and small pieces of straws on a string.



Activity Level: Evaluation

Objective: The children will tell what they like best about Christmas and why.

Subsection: Hanuka

Materials: Pictures of Christmas
Paper
Crayons

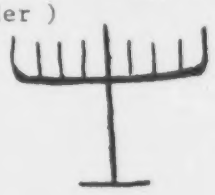
Description: The teacher will ask each child what their favorite thing is about Christmas and why. Then the teacher asks each child to draw a picture of it. The child tells the teacher and draws the picture. Then each child shows the class and tells why he/she likes this best.

HOLIDAY UNIT: HANUKA

Activity Level: Knowledge

Objective: Child will be able to identify or label by naming pictures of holiday items after listening to an illustrated story of the celebration of Hanuka.

Materials: Pictures, flannel board pictures or items including:
menorah (a candle candleholder)



candle
synagogue
Judah Macabee
oil lamp
dreydl (top to spin)

Description: Read book with story of Hanuka or tell story with flannel board pictures.

Story:

More than 2,000 years ago, Syrians seized the temple of the Jews. The Syrians worshipped their gods in the Jewish temple and punished anyone who followed the Jewish religion. The Jews decided to fight to get their temple back, and a brave, young man named Judah Macabee was their leader. After seven years, they recaptured the temple and cleaned and rebuilt it. When it was time to light the lamp that always burned in the temple, their was only a small amount of oil -- enough to light for only one day. They lit the lamp and it burned for eight days! That is why Hanuka is celebrated and called the miracle of lights.

Today Jewish children and families celebrate Hanuka by lighting candles for 8 days. They have a special candle holder called a menorah. It has 9 candles. One is used to light all the others. It is the Shamus. They also sing songs, get presents, and play a game with a spinning top, called a dreydl. The letters in the dreydl stand for the words A Great Miracle Happened There because the oil lasted 8 days.

Activity Level: Comprehension

Objective: Child will find all the items that go with a group of pictures or items.

Materials: Pictures or items from many holidays

Description: After talking about Hanuka, ask child to find the things that go with Hanuka.

Activity Level: Application

Objective: Child will sequence four picture story of child lighting Hanuka lights.

Materials: Four pictures of child and menorah.

1. Child with menorah and no candles lighted.
2. Menorah with center candle (Shamus) and one other lighted.
3. Five candles lighted.
4. All candles lighted.

Description: Ask child to put pictures in order. Remind him how many candles are lit each night.

Activity Level: Application

Objective: Child will make dreydl (top) by folding precut pattern or by cutting and folding one drawn on worksheet.

Materials: Pattern (see worksheet), scissors, tape, crayons or magic markers.

Description:

1. Children will cut out and fold or fold precut patterns to make drydls. Children may decorate them with crayons or magic markers.

2. Roll additional strip of paper for handle.

Activity Level: Analysis

Objective: Child will associate part of item with whole.

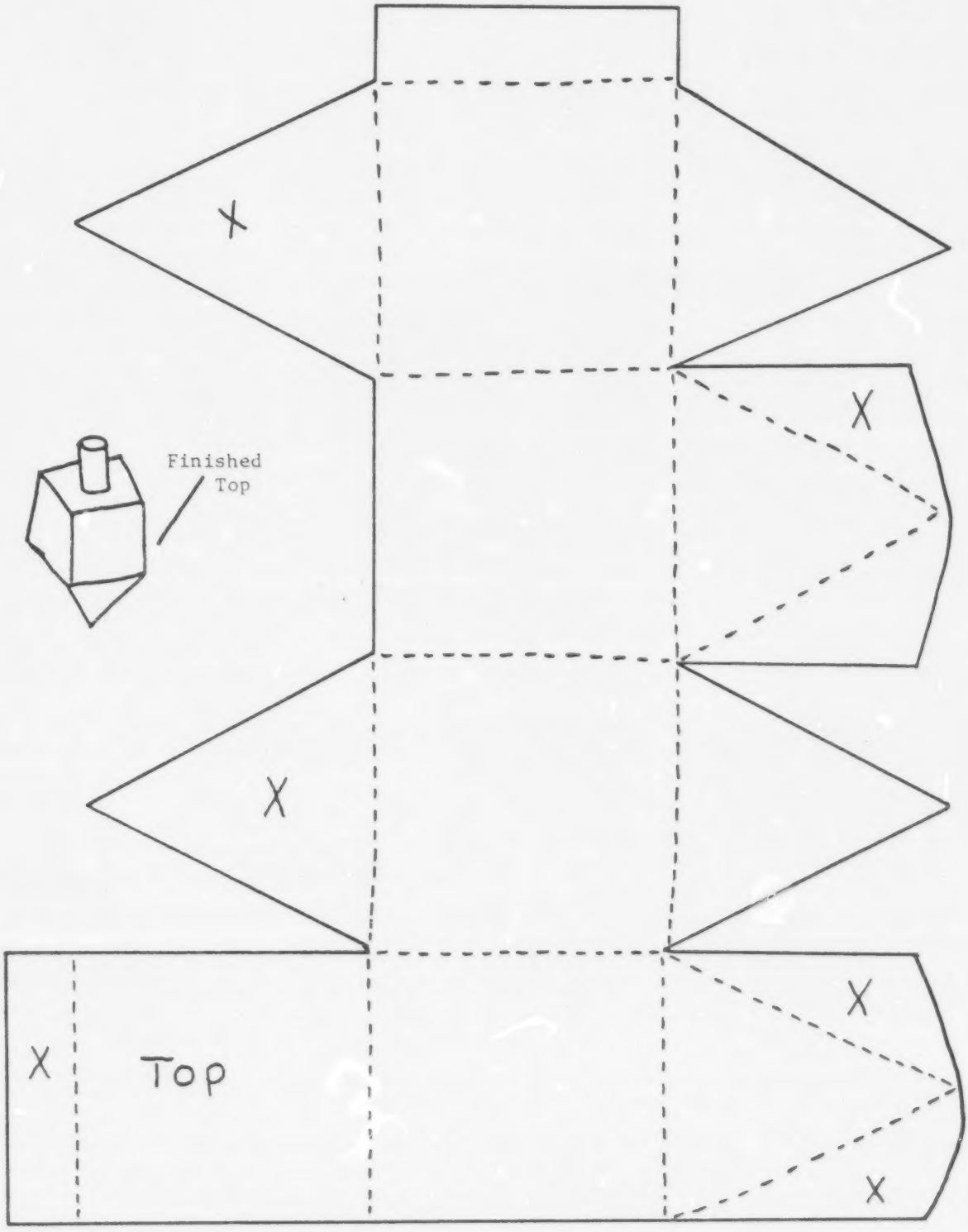
Materials: Worksheet where child can match items or pictures on cards where child can find ones that go together.

Description: Candle and menorah
Judah Macabee and (sword and shield)
Oil and lamp

Worksheet

Fold on dotted lines:

Finished Top



Subsection: Easter

Activity Level: Synthesis

Objective: Child will use cut paper to make mosiac.

Materials: Cut up small pieces of construction paper in small squares, circles and triangles approximately ½".
Paste
Paper

Description:
1. Give child paper and show him how to cover with paste so pieces of paper will stick.
2. Let child make any holiday picture using small bits of multicolor paper.

Activity Level: Evaluation

Objective: Children will pick favorite thing about holiday and identify components similar to other holidays.

Materials: none

Description:
1. Ask children to think about what makes Hanuka like another holiday.
2. Ask what children think is best about Hanuka.

HOLIDAY UNIT: EASTER

Activity Level: Knowledge

Objective: The children will remember the customs associated with Easter.

Vocabulary:

Easter: A religious holiday for Christians. The season of the new beginning.

Lilies: (Easter lilies) white blossoms that symbolize or represent spring.

Eggs: Eggs are painted or dyed different colors to represent or symbolize spring.

Egg rolling contest: The Monday after Easter is usually a holiday. Customarily the President and the First Lady invite children to the White House for an egg rolling contest. Eggs are placed on the lawn in front of the children and they push the egg with a spoon or their nose. Everyone tries to push the eggs as far and as fast as they can.

Easter egg hunt: A custom associated with Easter where children go outside and try to find hidden Easter eggs.

Easter bunny: "An imaginary character" some children believe

brings candy and colored eggs on Easter.

Fact: Easter is always on a Sunday in early spring.

Activity Level: Application

Objective: The children will become familiar with the customs of Easter by decorating eggs.

Materials:
plastic Legg-eggs
colored tissue paper squares
glue
string/yarn
large needle

Description:
1. Make a hole in the top of the plastic egg and slide a piece of string or yarn through the hole.
2. Children decorate egg by gluing colored tissue paper squares on the egg.

Activity Level: Application

Objective: The children will become familiar with the customs of Easter.

Materials:
large branch
a pot or 3 pound coffee can
clay
spray paint (silver or gold)
glitter
magic markers
different colored construction paper

Description: Tell the children you are going to make an Easter tree and everyone will get a chance to help decorate. Put the clay in the pot and secure the branch into the clay. Spray the tree with the paint. While the tree is drying, the children can decorate the precut paper eggs with crayons and glitter. Punch holes in the top of the eggs and attach them to each branch with different colored ribbons.

Note: The plastic eggs some panty hose companies use make good decorations, also.

Activity Level: Application

Objective: The children will begin to understand that a chicken is hatched from an egg.

Materials:
yellow chicks cut from construction paper
egg shells
glue
construction paper

Description: Children paste chick on paper. Next glue all egg shells around bottom on chick. Teacher talks about chicks coming from the egg.

Activity Level: Analysis

Objective: Children will put together parts to make a rabbit face.

Materials:
- paper plates
- pink paper cut into ears
- white strips of paper
- pink paper cut into eyes
- pink paper cut into triangles for ears
- paste
- stapler

Description: Children will paste eyes and nose and strips of white paper for whiskers. Next staple ears into place. Makes a nice Easter bunny.

Activity Level: Synthesis

Objective: The children will trace and cut out a shape of a duck and staple to a milk carton to see it float.

Materials:
- construction paper
- scissors
- small milk cartons
- stapler
- stencil of duck, (optional)
- pencils
- water
- tubs

Description: The teacher will tell the children they are going to make a duck that floats. Children trace (or draw a duck and cut it out. Then staple each duck to milk carton. Children place duck in water and watch it float.

HOLIDAY UNIT BOOKLIST

HALLOWEEN:

Beim, Jerrold. Sir Halloween. William Morrow and Co., Inc.

Calhoun, Mary. The Witch of Hissing Hill. William Morrow and Co, Inc.

Thayer, Jane. Gus Was a Friendly Ghost. William Morrow and Co., Inc.

Leishman, Seymour. The Wicked Wizard and the Wicked Witch.

Song: "Witches Brew"

I'm stirring, and stirring, and stirring my brew.

ooo,ooo...

I'm stirring, and stirring, and stirring my brew.

Tip toe, tip toe, tip toe

BOO!

THANKSGIVING:

Anderson, Dr. Paul S. Story Telling With the Flannel Board Book One. T. S. Denison and Co., Inc., 5100 W. 82nd Street, Minneapolic, Minnesota 55431, 1963.

Collection of various author's short stories about some holidays (Thanksgiving, Chrsitmas, Halloween(and other stories of interest with drawings or illustrations for each. Can be used as patterns for flannel board or copied for coloring activities. Also can be used as pictures for sequence stories.

Glendinning, Sally. Jimmy and Joe Have a Real Thanksgiving. Garrard Publishing Co., Champaign, Illinois, 1974.

Lechrist, Elizabeth Hough and Woolsey, Janette. "It's Time for Thanksgiving". Macrae Smith Co.: Philadelphia, p. 189. (Poem)

CHRISTMAS:

Keats, Ezra Jack. The Little Drummer Boy. MacMillan Co.

Buck, Pearl S. The Christmas Ghost. The John Day Company.

Ets, Marie Hall, and Aurora Labastida. Nine Days of Christmas. The Viking Press, Inc.

Trent, Robbie. The First Christmas. Harper and Row, Publishers.

Tippett, James S. Crickety Cricket! The Best Loved Poems of James S. Tippett. Harper and Row, Publishers, Inc. New York, 1973.

Holland, Alice. The Story of Santa Claus and Mrs. Claus.

Barry, Robert. Mr. Willowby's Christmas Tree.

Sugita, Yutaka. Wake Up, Little Tree.

Hill, Minnie. The Smith's Christmas.

Hill, Minnie. The Jingle Bells.

Films:

Coronet films:

Christmas Customs Near and Far
Christmas on Grandfather's Farm
The Little Engine That Could
How the Animals Discovered Christmas
The Little Shepherd and the First Christmas
The Littlest Angel
A Visit From St. Nicholas

Encyclopedia Britannica Films:

Christmas Rhapsody
The Night Before Christmas
Christmas Through the Ages

HANUKA:

Purdy, Susan Gold. Jewish Holidays. Philadelphia: Lippincott and Co., 1969, pp 31-39.

Simon, Norma. Hanuka. New York: Thomas Crowell Co., 1966.

Shapp, Martha & Charles. Let's Find Out About Jewish Holidays. New York: Franklin Watts, Inc., 1971, pp 22-27.

EASTER:

Tudor, Tasha. A Tale of Easter. Henry Z. Walck, Inc.

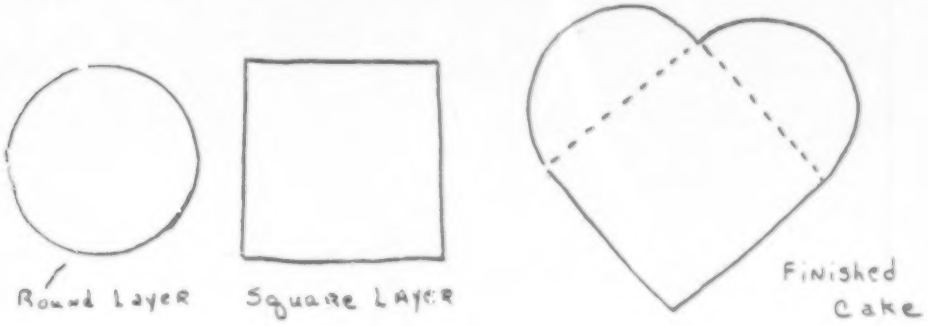
Melhous, Katherine. The Egg Tree. Charles Scribner's Sons.

HOME ACTIVITIES

UNIT: HOLIDAYS

Activity 1. (For any holiday) Discuss the traditions associated with the particular holiday that your family has usually observed. (For example, turkey dinner on Thanksgiving, "trick or treating" on Halloween, etc.) See if you can find out any holiday traditions observed in other families or other countries that you might like to try this time.

Activity 2. Valentine's Day - make a heart-shaped cake. Let your child help you make any kind of 2 layer size cake you like. Bake one 8" X 8" square layer and one 8" round layer (9" X 9" and 9" round layer will be alright too.) When cool, cut the round layer in half and place each half on adjacent sides of the square. You will now have a heart-shaped cake. Frost it and enjoy!



Activity 3. Christmas or birthdays. Make a pinata. Take a large baloon and inflate it. Mix flour and water to make a paste. Dip strips of newspaper in the paste and place them all over the baloon to form a solid ball. Let this dry until it is hard, then decorate it with paints and other additions. Cut a hole in an inconspicuous place and put in pieces of wrapped candy. On Christmas Day or at a birthday party, hang up the pinata and let each child take a turn striking it with a stick while blindfolded. When it breaks, the children can retrieve the candy.

Additional Ideas

Suggested Curriculum Resources:

An Annotated Bibliography

The focus of this bibliography is books that contain creative approaches to curriculum development and ideas for teaching materials and activities. Although most deal with curriculum for young children, some of the methodological resources will be useful to teachers at many levels. Most of the books are not specifically written for children with handicapping conditions, but have been found to be very useful in providing suggestions for materials and activities that work well with all children or are easily adaptable. The resources are not rated within the listing as they have all been carefully selected and judged to be excellent by the staff of the Gifted-Handicapped Project. This bibliography is an ongoing project of the Chapel Hill Gifted-Handicapped Program and is expanded as new resources are found or developed.

Blackburn, Jack and W. Conrad Powell. One at a time all at once: the creative teacher's guide to individualized instruction without anarchy. Pacific Palisades, California: Goodyear Publishing Co., 1976.

Practical guide for individualizing instruction through the use of learning centers, learning packages, contracts, peer teaching, scheduling, creative dramatics and educational games. Provides rationale for suggestions and worksheets and strategies for a variety of age groups. Also includes guide to resources.

Boston, Bruce (Ed.). A resource manual of information on educating the gifted and talented. Reston, Virginia: Council for Exceptional Children, 1975.

Directories of federal, regional, and state education agencies, parent and private sector resources. Listings of films, bibliographical resources and guides. Series of brief articles by leaders in movement for education of gifted.

Campbell, June H., Malvina P. King and Mabel Robson. Learning through art. Boston, Massachusetts: Teaching Resources Corp., 1975.

Specific arts and crafts activities to develop skills in the motor, perceptual and cognitive areas. Several sets of instructions provided for each activity depending on child's developmental level and prerequisite skills.

Caplan, Frank and Theresa. The power of play. Garden City, New York: Anchor Press, 1974.

Thorough discussion of development and importance of play. Reviews research on play and social development, creativity, programming play and play environments.

Carin, Arthur and Robert Sund. Teaching modern science. Columbus, Ohio: Charles E. Merrill Publishing Co., 1975

Based on teaching by discovery and inquiry. Guide to questioning in instruction and guiding thinking processes. Good suggestions on use of equipment, such as Language Master, to enhance multisensory learning, on individualizing science, on creativity, and on science for the visually impaired.

Carlson, Bernice Wells. Act it out. Nashville, Tennessee: Abingdon Press, 1956.

Provides plays - one section for children to act, the other for puppet performances. Includes simple acting instructions.

_____. Funny-bone dramatics. Nashville, Tennessee: Abingdon Press, 1974.

Includes riddles, puppet jokes, skits with endings for children to create, and plays with instructions on how to recite and act each part.

_____. Let's pretend it happened to you. Nashville, Tennessee: Abingdon Press, 1973.

Contains eleven stories with activities for presenting creative dramatics to young children. Situations capitalize on relationship between real-life and story book people. Suggests a sequence and process for presentation of each, including introductory activities to help children identify with the feelings of the characters in the story to be read.

_____. Listen! and help tell the story. Nashville, Tennessee: Abingdon Press, 1965.

Good for young children and intermediate age children. Contains verses, poems and stories in which children are invited to take part by responding at the proper time with a sound, a word, a chorus, or simple activity.

Cherry, Clare. Creative art for the developing child. Belmont, California: Fearon Publishers, 1972.

Art for children ages two through six years. Focus is on specific activities, that can be pursued without adult assistance. A single book presents a total program including developmental sequence of skills, evaluating progress, method of presentation, rules, teacher's role, classroom environment, materials, safety precautions and many, many excellent suggested activities and use of basic materials.

Cohen, Elaine Pear and Ruth Straus Gainer. Art: another language for learning.

Excellent study of art and children, art and learning, and art and school. Explores many aspects of art including art and cognition and the contribution of art activities for practicing cognitive skills - painting poetry, maps and imaginary places. Suggestions are also included on integrating art with other subjects. The importance of art for everyone is stressed with discussion of art and minority children, art and poor children, art and bilingual children, art and affluent children, art and the gifted, and art and the handicapped.

Cricket Magazine. La Salle, Illinois: Open Court Publishing Company.

Excellent magazine for children containing illustrated stories, poems, cartoons, riddles, activities such as crossword, instructions for experiments and crafts. Suggested for use directly by children at primary and intermediate levels, and as a resource for stories and ideas at the preschool level.

Day, Barbara. Open learning in early childhood. New York: MacMillan, 1975.

Basics on how to organize for effective open learning. Includes specific activities and materials for learning centers in communication, fine arts, creative dramatics, science and math, movement, outdoor play, people and places, sand and water play and woodworking. Includes a section on evaluating and record keeping.

Forte, Imogene and Joy MacKenzie. Creative math experiences for the young child. Nashville, Tennessee: Incentive Publications, 1973.

One of the many resources in the "kids' stuff" series. Suggestions for providing opportunities to use numbers in natural and meaningful settings. Activities are sequentially planned in seven areas - shapes, learning to read and write numbers, sets, size, parts of things, measuring and money.

_____. Creative science experiences for the young child. Nashville, Tennessee: Incentive Publications, 1973.

Excercises and experiments in five major areas - living things, earth and sky, water and air, machines, magnets and electricity, and the human body. As in most "kid's stuff" publications, actual worksheets are provided, and a problem-solving approach is encouraged.

Furth, Hans G. and H. Wachs. Thinking goes to school. New York, New York: Oxford University Press, 1976.

Describes evolution of "A School for Thinking," and thinking games in eight areas including general and discriminative movement, visual, auditory, hand, graphic, logical, and social thinking games. An attempt to apply Piagetian theory to school practices by providing opportunities for children to apply intellectual powers but not imposing stages or standards of performance. Finding activities which are meaningful and relevant for the child developmentally is stressed. Chapter 13 on social thinking games makes suggestions along this line for the prereading child.

Gallagher, James J. Teaching the gifted child. Boston, Massachusetts: Allyn and Bacon, Inc., 1975.

Comprehensive overview of gifted education including characteristics and identification of gifted students, curriculum modifications, stimulation of productive thinking, administrator and teacher training programs, and special problems of gifted underachievers and culturally different gifted children.

Gallahue, David L. Motor development and movement experiences for young children. Bloomington, Indiana: John Wiley and Sons, 1976.

This excellent resource on motor development is a unique combination of theory, research, and practical application. Included is an overview of the role of movement in child development, as well as activity ideas, movement experiences to enhance rhythmic, visual, tactile, and auditory abilities, games and an important section on the role of movement and the nature of play in preschool education. All activities are specific and list objectives.

Hopkins, Lee Bennett and Annette Frank Shapiro. Creative activities for the gifted. Belmont, California: Fearon Publishers, 1969.

Enrichment ideas for classroom, school and community. Most are geared toward being independent projects or specific class "jobs," such as a town crier to advertise wonders of a particular state, roman numeral specialists, etc.

Johnson, Georgia and Gail Povey. Metric milkshakes and witches' cakes cooking centers in primary classrooms. New York, New York: Citation Press, 1976.

Ingenious use of cooking and a cooking center to develop motor, reading and math skills including learning new vocabulary words (foamy, smooth, etc.), increasing sensory awareness, following directions, measuring, telling time, etc. Book includes information on how to set up, equip, and introduce center.

Kaplan, Sandra. Providing programs for the gifted and talented: a handbook. Ventura, California: Leadership Training Institute, 1974.

For those interested in alternative models for curriculum and program design for the gifted as opposed to specific activities. Worksheets and guidelines for developing a written plan for program services for the gifted.

Kaplan, S., J. Kaplan, S. Madsen, and B. Gould. A young child experiences. Pacific Palisades, California: Goodyear Publishing Co., Inc., 1975.

Practical ideas for creating learning environments and activities in which young children can learn by being actively involved. Organized around experiences in seven areas - teacher experiences, junk, me, talking, writing. arts, and environment. Includes sample task cards and worksheets for reproduction.

Kaplan, S., J. Kaplan, S. Madsen and B. Taylor. Change for children: ideas and activities for individualizing learning. Pacific Palisades, California: Goodyear Publishing Co., 1973.

Another guide for individualizing learning through use of strategies such as learning centers, independent study and effective planning. Units include alphabetizing, architecture, art appreciation, cooking, discovering a neighborhood, maps and measurement, and many others. Also includes sample worksheets. Many activities can be adapted for pre-reading population.

Lorton, Mary Baratta. Workjobs. Menlo Park, California: Addison-Wesley publishing Co., 1972.

Workjobs are activity centered learning tasks, or the children's "jobs", which provide active involvement with materials as a basis for further generalizations. Areas within language are perception, matching, classification, and sounds and letters. Within mathematics - sets, number sequences, combining and separating groups, and relationships are the topics. All materials suggested are readily available and inexpensive.

Maker, C. June. Providing programs for the gifted-handicapped. Reston, Virginia: Council for Exceptional Children, 1977.

Surveys what has been done for the gifted-handicapped and what needs to be done based on perceptions of those who live with problems created by handicaps every day. Focuses on unique needs of those who combine giftedness and/or talent with particular disabilities. Presents an overview of issues relating to the gifted-handicapped.

Mandelbaum, Jean. "Creative dramatics in early childhood," Young Children, 1975, 30:2, pp. 84 - 92.

Suggestions and techniques for teaching creative dramatics to children from 3 to 7 years. Examples of helpful songs, stories and poems. It is pointed out that dramatic play, original stories, and classroom events can provide the basis for creative dramatics.

McGavack, John Jr. and Donald P. LaSalle. Guppies, bubbles and vibrating objects: a creative approach to the teaching of science to very young children. New York, New York: John Day Company, 1969.

A single book which constitutes a total "package" for preschool and primary science. No special "kits" or expensive equipment are required. Emphasizes children finding own answers, learning from own mistakes and understanding what they are doing. Filmstrips, books for children, and books for teachers are listed. Units include rock sorting, planting seeds, shapes, things that float, topology for tots, magnets and many others.

Mueser, Anne Marie. Reading aids through the grades. New York: Teachers College Press, 1975.

A guide to materials and 440 activities for individualizing reading activities. Begins with readiness activities. Gives specific instructions for worksheets and activities as well as a review of published reading materials including reading series, books for children and teachers, and audio materials.

Orost, Jean. Fostering growth in mathematical skills and scientific inquiry. New York, New York: MacMillan Co., 1970.

Practical classroom activities for building early learning centers. Includes areas of sets, recognizing geometric figures, comparison of sets, comparison of sizes and shapes, ordering, geometric figures for directions and games. Activities are sequenced with specific instructions and many are in the form of games.

Patterson, Jo. Why doesn't an igloo melt inside? A handbook for teachers of the academically gifted and talented. Memphis, Tennessee: Memphis City Schools.

Summary of Project Clue - Memphis' program for gifted and talented - designed to stimulate creativity and creative thinking. Used in grades 4 - 6.

Pile, Naomi. Art experiences for young children. New York, New York: MacMillan Company, 1973.

Guidelines for selecting art materials and experiences for young children - especially 3's, 4's and 5's. Extensive materials list and bibliography. A "total plan" for art experiences including presentation, materials, activities, age-appropriate experiences and interpretation.

Sanders, Norris M. Classroom questions - what kinds? New York, New York: Harper and Row, 1966.

Art of questionning and planning educational objectives is explored with the goal of developing skills in questioning for more than memory to develop thinking skills.

Science and children. Washington, D. C.: National Science Teachers Association.

Periodical published eight times from September through May. Articles on science programs and activities. Always a section on early childhood. Volume 13, No. 6 in March, 1976 was special issue on science for the handicapped.

South Carolina Department of Education. Learning centers - children alive. Columbia, S. C.: 1973.

Basic "how-to's" in planning and using a learning center approach. Includes references and sources for materials.

Stecher, Miriam and Hugh McElheny. Joy and learning through music and movement improvisations. New York, New York: MacMillan Publishing Co., Inc., 1972.

Part of Threshold Early Learning Library. Information helps early childhood educators to recognize and strengthen natural abilities of young children and to select and adapt familiar and new materials so that the musical arts can also support, enrich and inspire the total curriculum. Good source book for ideas and records for singing, movement, listening and music of other cultures.

Sykes, Kim, Gail Watson and Ray Menze. Creative arts and crafts for children with visual handicaps. Louisville, Kentucky: American Printing House for the Blind, 1974.

A practical resource guide for teaching of arts and crafts to visually handicapped children. Art activities to reinforce learning of other concepts as well as for the artistic experience.

Taylor, Frank, Alfred Artuso and Frank Hewett. Creative art tasks for children. Denver, Colorado: Love Publishing Company, 1970.

Multisensory art experiences for exceptional children. One task is on each page (also available on individual cards) with pictorial representation of tasks involved to facilitate use at learning centers. Directions for teachers on how to sequence and on variations.

Torrance, Paul Creativity. San Raphael, California: Dimensions Publishing Company, 1969.

Part of series on early learning of children. Includes past and current investigations of creative behavior of pre-primary children. Teaching activities to encourage creative behavior are suggested. Also includes an annotated bibliography and reference list.

Van Tassel, Katrina and Millie Greimann. Creative Dramatization. New York, New York: MacMillan Co., 1973.

Excellent guidebook to stimulate creativity in young children. Sequence leads from early easy movement to characterization and play making. Includes "thinking" and "doing" activities. A special section on the senses is especially stimulating. Bibliography includes general books, anthologies, poetry, stories to dramatize, books of music, songs and rhythm, records for movement, listening, and song, records, and filmstrips.

Vargas, Julie S. Writing worthwhile behavioral objectives. New York, New York: Harper and Row, 1972.

A self-instructional guide to writing worthwhile, behaviorally stated teaching objectives in the cognitive domain. It is invaluable for teachers at all levels with a sequence of objectives for the reader to accomplish beginning with identifying behaviorally stated objectives and ending with writing a complete unit of behavioral objectives which includes "understanding," "concept formation," and "creativity."

Wolff, Sydney, and C. Wolff. Games without words.

Activities, presented as games, to provide experiences to foster concept development and logical thought. Games are nonverbal to provide language-handicapped children with an opportunity for intellectual growth in an area in which they are not handicapped. Originally developed in work with the deaf.

Please Return To: Gifted Handicapped Project
Division for Disorders in Development and Learning
University of North Carolina
Chapel Hill, North Carolina 27514

EVALUATION FORM

This first printing of the curriculum guide is considered to be a working draft. More units and additional ideas will be added during the final project year based on new project developments and on feedback from teachers in various settings, who use the guide. Suggestions, criticisms, additions, and other comments are most welcome. The project staff would greatly appreciate your using the following form to evaluate the usefulness of this curriculum.

I. Children

A. How many children are in the group (center, preschool, kindergarten, etc.) that you are using this guide with?

B. How old are the children?

C. What levels of ability do they demonstrate?

D. Do they have any handicaps? If so, what type?

II. What is the setting of your classes? (preschool, public kindergarten, developmental day care, Head Start, etc.)?

III. How many teaching staff do you have?

IV. What level of training does your staff have?

Number	Level
_____	Paraprofessional
_____	Have attended workshops
_____	Possess bachelor's degree
_____	Teaching certificate
_____	Graduate training

Page 2
Evaluation form

V. Curriculum

1. What model or guide did you or do you use for planning curriculum?

2. How are you using or incorporating activities or model from the Planning Guide for gifted children.

3. How many children are involved in activities from Planning Guide?

4. Was any training done for staff on use of guide? If so, how much?

5. Has anyone on the staff sought out any of the additional references in the bibliography.

6. Have any activities from the guide stimulated reorganization of the room.

7. Has there been any evidence that the children are responding to new activities? If so, what? (Less behavior problems.)

8. What have the reactions of the staff to using the guide been?

9. Have the teachers made use of the home activities in making suggestions to parents?

10. If so, has there been a response to these by parents? Describe.